



AGENDA

1. CALL MEETING TO ORDER AND TERRITORIAL ACKNOWLEDGEMENT

With the intention of holding a safe, caring, and orderly meeting for all we pledge: To do our best to maintain a respectful and inclusive working environment. We will hold this meeting to the highest standard of civility and appropriate conduct so that we may attend to our business effectively and productively.

2. ADOPTION OF AGENDA

3. APPROVAL OF MINUTES

- (a) Minutes of the Regular Meeting, Public Session held 2024 11 13([attachment](#))
- (b) Minutes of the Special Meeting, Public Session held 2024 11 13 ([attachment](#))

4. IN-CAMERA SUMMARY

- (a) Summary of In-Camera Meeting held 2024 11 13 ([attachment](#))

5. DELEGATIONS

6. CORRESPONDENCE

- (a) LCC Request to the Board ([attachment](#))
- (b) Minister re: Cybersecurity ([attachment](#))
- (c) Enhancing Student Learning Report ([attachments](#))
- (d) Minister re: Ministry of Infrastructure ([attachment](#))

7. CHAIRPERSON'S REPORT

- (a) BCSTA Academy Update
- (b) Ministry Update
- (c) GITA Local Bargaining Agreement
- (d) Finance, Audit and Facilities Terms of Reference Approval ([attachment](#))
- (e) Committee Appointments ([link](#))

8. SUPERINTENDENT'S REPORT

- (a) Student Achievement Update
 - i. *Student achievement* ([attachment](#)) ([link](#))
 - ii. *How Are we Doing Report 2023/2024* ([link](#))
- (b) District Communications Plan ([link](#))
- (c) Indigenous Education Council Update

9. SECRETARY TREASURER'S REPORT

- (a) Monthly Financial Report ([attachment](#))
- (b) District Signing Authorities ([attachment](#))



AGENDA

- (c) Educational Program Review, Phase 2 ([attachment](#))
- (d) 2024-25 Amended Budget Process

10. COMMITTEE REPORTS

- (a) Committee of the Whole – no report
- (b) Education Committee – no report
- (c) Finance, Audit & Facilities Committee – 2025 01 15 Summary ([attachment](#))
- (d) Policy Committee – 2024 11 27 Summary ([attachment](#)), 2025 01 15 Summary ([attachment](#)), and 2025 01 29 Policy Brief ([attachments](#))

- i. *Policy 400 Student Behaviour and Discipline*

- This policy was returned to the Policy Committee from the November 13, 2024 public meeting, for further discussion.

Motion: That the Board repeals Policy 400 Student Behaviour and Discipline.

- ii. *Policy 2.10 Inclusive and Respectful Environments* ([attachment](#))

- Circulated for feedback October 11, 2024. Amendments made to reflect feedback received.

Motion: That the Board adopts Policy 2.10 Inclusive and Respectful Environments as amended.

Motion: That the Board repeals Policy 200 Learning and Working Environments, Policy 210/Procedure 210 Codes of Conduct, and Policy 212 Violence and Harassment-free District.

- iii. *Policy 2.20 Sexual Identity, Gender Diversity, and Gender Expression* ([attachment](#))

- Circulated for feedback October 11, 2024. Further amendments to additional feedback received.

Motion: That the Board adopts Policy 2.20 Sexual Identity, Gender Diversity, and Gender Expression.

Motion: That the Board repeals Policy 215/Procedure 215 Diversity.

- iv. *3.10 Indigenous Education* ([attachment](#))

- Circulated for Feedback November 15, 2024. No feedback received.

Motion: That the Board approves amendments and renumbers Policy 3.10 Indigenous Education (to replace Policy 530 Aboriginal Education).

- v. *3.20 Catchment Areas* ([attachment](#))

- Circulated for Feedback November 15, 2024. No feedback received.

Motion: That the Board approves amendments and renumbers Policy 3.20 Catchment Areas (to replace Policy 525 Residential Catchment Areas).



AGENDA

vi. *3.40 District Specialty Programs (attachment)*

Circulated for Feedback November 15, 2024. No feedback received.

Motion: That the Board adopts Policy 3.40 District Specialty Programs.

vii. *3.30 Fee Paying Students (attachments)*

Presented to the Board at the November 13, 2025 public meeting and since amended to reflect upcoming change to international student programs. For circulation and Notice of Motion to adopt Policy 3.30 Fee Paying Students. Once adopted, repeal Policy 5350 International Education. The Board will consider feedback and adoption at the February 26, 2025 public meeting.

viii. *4.30 Severe Allergic Reaction (attachments)*

Updated as part of the Board's policy renovation.

Motion: That the Board approves amendments and rennumbers Policy 4.30 Severe Allergic Reaction (to replace Policy 3150 Severe Allergies/Anaphylaxis)

ix. *4.40 Provision of Menstrual Products (attachments)*

Updated as part of the Board's policy renovation.

Motion: That the Board approves amendments and rennumbers Policy 4.40 Provision of Menstrual Products (to replace Policy 4270 Provision of Menstrual Products to Students).

x. *4.50 Video Surveillance (attachments)*

Updated as part of the Board's policy renovation

Motion: That the Board approves amendments and rennumbers Policy 4.50 Video Surveillance (to replace Policy 3650 Safety and Security of People and Property).

xi. *4.10 Healthy and Safe Environments (attachments)*

Updated as part of the Board's policy renovation

Motion: That the Board approves amendments and rennumbers Policy 4.10 Healthy and Safe Environments (to replace Policy 300 Health and Safety).

xii. *4.20 Student Physical Restraint and Seclusion in Emergency Circumstances (attachments)*

For circulation and Notice of Motion to approve amendments and renumber Policy 4.20 Student Physical Restraint and Seclusion in Emergency Circumstances (to replace current policy 402 Student Physical Restraint and Seclusion. Once approved, repeal Procedure 402 Student Physical



AGENDA

Restraint and Seclusion in favour of an administrative practice. The Board will consider feedback and approval at the February 26, 2025, public meeting.

xiii. Policies and Procedures to be Repealed in Favour of Administrative Practices

Motion: That the following Policies and Procedures be repealed in favour of Administrative Practices:

- Procedure 3053 Critical Incident Management Response
- Policy 3054/ Procedure 3054 Search and Seizure
- Policy 3055/ Procedure 3055 Weapons and Dangerous Objects
- Policy 3060/ Procedure 3060 Emergency School Closures
- Policy 3100/Procedure 3100 Intoxicating and Controlled Substances
- Procedure 3150 Severe Allergies/Anaphylaxis (and form 3150-1)
- Procedure 3650 Monitoring for the Safety and Security of People and Property
- Policy 4250/ Procedure 4250 Student Medical Care Plan and Medication and forms -1,2,3,4

xiv. Policies and Procedures to be Repealed Outright

Motion: That the following Policies and Procedures be repealed outright:

- Policy 303 Accident Prevention and Safety Procedures
- Policy 3050 Emergency Management and Response
- Policy 3051 Fire Management and Response
- Policy 3052 Earthquake Management and Response
- Policy 3053 Critical Incident Management and Response
- Policy 3120 and Procedure 3120 Communicable Diseases
- Policy 3700 and Procedure 3700 School Pest Management
- Policy 3850 Pediculosis (Head Lice)

11. TRUSTEE REPORTS

12. OTHER BUSINESS

13. QUESTION PERIOD

14. NEXT MEETING DATES

- (a) Regular Board Meeting – February 26, 2025
- (b) Policy Committee – February 12, 2025
- (c) FAF Committee - February 12, 2025

15. ADJOURNMENT



Present:	Chaya Katrensky Deborah Luporini Tisha Boulter Jeannine Georgeson Gregory Lucas Nancy Macdonald Rob Pingle Jill Jensen Jesse Guy Lori Deacon Anna Szul	Chairperson Vice Chairperson Trustee Trustee Trustee Trustee Trustee Superintendent of Schools Secretary Treasurer Director of Corporate Services Executive Assistant
Guests:	Ian Mitchell Angela Thomas Ryan Massey Ray Colleran Katherine Hazen	GITA President CUPE President Principal, Gulf Islands Secondary School Teacher, Gulf Islands Secondary School DPAC Representative (online)
Regrets:	Boe Beardsmore Lyall Ruehlen Adrian Pendergast	Associate Superintendent Director of Instruction GIPVPA Chair

1. CALL TO ORDER

The meeting was called to order at 1:00 p.m. by Chair Katrensky. Chair Katrensky spoke to the privilege and gratitude for living on the sacred traditional territory of the Coast Salish communities, specifically the Hul'qumi'num and SENĆOŦEN speaking peoples – huy tseep q'u.

Chair Katrensky read the opening statement: With the intention of holding a safe, caring, and orderly meeting for all, we pledge to do our best to maintain a respectful and inclusive working environment. We will hold this meeting to the highest standard of civility and appropriate conduct so that we may attend to our business effectively and productively.

2. ADOPTION OF AGENDA

The agenda for the Regular Board Meeting, Public Session held 2024 11 13 was adopted as presented.

CARRIED 103/24

3. APPROVAL OF MINUTES

Moved and seconded that the minutes of the Regular Board Meeting, Public Session held 2024 09 11 be approved as presented.



CARRIED 104/24

Moved and seconded that the minutes of the Special Board Meeting, Public Session held 2024 10 10 be approved as presented.

CARRIED 105/24

4. IN-CAMERA SUMMARIES

Moved and seconded that the Summary of the Regular In-Camera Summary for 2024 09 11 be approved as presented.

CARRIED 106/24

5. DELEGATIONS

6. CORRESPONDENCE

7. CHAIRPERSON'S REPORT

(a) Board Elections Summary

The Board conducted its annual elections for the positions of Board Chairperson, Vice Chairperson, BCSTA, BCPSEA, and Indigenous Education Committee Representatives (and alternate representatives).

Board Chairperson	Chaya Katrensky
Vice Chairperson	Deborah Luporini
BCSTA Provincial Council	Deborah Luporini
BCSTA Alternative	Jeannine Georgeson
BCPSEA Representative	Greg Lucas
BCPSEA Alternate	Jeannine Georgeson
Indigenous Education Committee	Jeannine Georgeson & Deborah Luporini

(b) Commitment to Trustee Code of Conduct

Trustees reaffirmed their commitment to the Trustee Code of Conduct as declared in Board Policy 1.30 Trustee Code of Conduct.

8. SUPERINTENDENT'S REPORT

(a) BAA Course Approval Ray

GISS teacher Ray Colleran and principal Ryan Massey presented a draft BAA course for the Board's consideration. Ray Colleran spoke to the development of the course framework for Renaissance Studies 12 and his passion and experience in the subject area.

Jill Jensen spoke to the potential of this course to look critically at the literature that is presented in the curriculum and to analyze what cultural information is missing.



Moved and seconded that the Board of Education approves Board/Authority Authorized Course:
Renaissance Studies 12.

CARRIED 107/24

(b) District Staffing and Enrollment

Jill Jensen presented the summary of district enrolment. Based on the September 1701 enrolment report to the Ministry, the student Full-Time Equivalent (FTE) for the 2024/2025 school year is 1469.

Ray Colleran Left the meeting at 1:25 pm.

9. SECRETARY TREASURER'S REPORT

(a) Monthly Financial Report

Jesse Guy presented the monthly operating expense report indicating expenses are currently within budget. She noted that expenses are slightly above expected budget levels by 1.8%.

(b) Gulf Islands International Program Staff Report

Jesse Guy presented the staff report on the Gulf Islands International Program. A recommendation was presented to continue with the program and monitor the financial impact year to year to ensure direct program costs, including recruitment and travel, do not exceed the annual program revenue.

Trustees discussed the overall benefits to the district and community, ongoing enrolment and homestay challenges, and different ways to meet diversity goals.

Moved and seconded that the Board of Education cease the operations of the Gulf Islands International Program effective June 30, 2025.

CARRIED 108/24

(c) District Transportation Update

Jesse Guy presented a comparison of what SD64 provides for bus transportation compared to neighbouring school districts, noting that every district requires annual registration. Gulf Islands bus registration takes place in May and efforts are made to accommodate as many late applications as possible. She stressed the importance of good communication to families to ensure students are registered on time and explained that a "use it or lose it" model may be necessary to address the increasing number of casual and courtesy riders.

10. COMMITTEE REPORTS

(a) Committee of the Whole

The Board received the 2024 10 30 Committee of the Whole Summary by consensus.



(b) **Education Committee**

The Board received the 2024 06 12 and 2024 09 25 Education Committee Summaries by consensus.

(c) **Finance, Audit & Facilities Committee**

No report.

(d) **Policy Committee**

The Board received the 2024 09 25 and 2024 10 30 Policy Committee Summaries by consensus.

i. Policy 2.10 Inclusive and Respectful Environments

Moved and seconded that the Board move this item to the January meeting to consider the feedback received after the package was disseminated.

CARRIED 109/24

ii. Policy 2.20 Sexual Identity, Gender Diversity, and Gender Expression

Moved and seconded that the Board of Education move this to the January meeting to consider the feedback received after the package was disseminated.

CARRIED 110/24

iii. Policy 3.50 Curricular, Co-Curricular and Extra-Curricular Activities

Moved and seconded that the Board adopts Policy 3.50 Curricular, Co-Curricular and Extra-Curricular Activities.

CARRIED 111/24

Moved and seconded that the Board repeals Policy/Procedure 407 Student Supervision, Policy /Procedure 412 Student Travel: Educational Field Trips, and form 412-1 Volunteer Drivers Application.

CARRIED 112/24

iv. Policy 3.10 Indigenous Education

A Notice of Motion was presented to adopt Policy 3.10 Indigenous Education. The draft policy will be circulated for feedback. The Board will consider feedback and adoption at the January 15, 2025 meeting in public. Once adopted, the Board will repeal Policy 530 Aboriginal Education

v. Policy 3.20 Catchment Areas

A Notice of Motion was presented to adopt Policy 3.20 Catchment Areas. The draft policy will be circulated for feedback. The Board will consider feedback and adoption at the



January 15, 2025 meeting in public. Once adopted, the Board will repeal Policy 525 Residential Catchment Areas.

- vi. Policy 3.30 Fee Paying Students
In light of the Board's decision to cease operations of Gulf Islands International Program at the end of this year, this policy will need to be revised accordingly. Staff will amend the policy and present it at a following meeting for the Board's consideration.
- vii. Policy 3.40 District Specialty Programs
This is a new policy. A Notice of Motion was presented to adopt Policy 3.40 District Specialty Programs. The draft policy will be circulated for feedback. The Board will consider feedback and adoption at the January 15, 2025 meeting in public.
- viii. Policy 500 Planning for Learning

Moved and seconded that the Board repeals Policy 500 Planning for Learning.

CARRIED 113/24

- ix. Policy 512 Independent Directed Study and Board Authorized Courses

Moved and seconded that the Board repeals Policy 512 Independent Directed Study and Board Authorized Courses.

CARRIED 114/24

- x. Policy 520 Learning Services

Moved and seconded that the Board repeals Policy 520 Learning Services.

CARRIED 115/24

- xi. Policy 575 School Calendar, school calendar regulation

Moved and seconded that the Board repeals Policy 575 School Calendar.

CARRIED 116/24

- xii. Policy and Procedure 430 Student Records

Moved and seconded that the Board repeals Policy and Procedure 430 Student Records.

CARRIED 117/24

- xiii. Policy 420 Student Interviews by Outside Agencies



Moved and seconded that the Board repeals Policy and Procedure 420 Student Interviews by Outside Agencies.

CARRIED 118/24

- xiv. Policy and Procedure 5400 Scholarships, Bursaries and Awards

Moved and seconded that the Board repeals Policy and Procedure 5400 Scholarships, Bursaries and Awards. Staff will develop an Administrative Practice to guide district processes.

CARRIED 119/24

- xv. Procedure 300 Health and Safety

Moved and seconded that the Board repeals Procedure 300 Health and Safety in favour of an Administrative Practice.

CARRIED 120/24

- xvi. Policy and Procedure 400 Student Behaviour and Discipline
Trustees discussed whether the policy should be retained by the Board.

Jill Jensen left the meeting at 2:40 pm

Moved and seconded that the Board repeal Procedure 400 Student Behaviour and Discipline in favour of an Administrative Practice, and sends Policy 400 Student Behaviour back to the policy committee for further consideration.

CARRIED 121/24

- xvii. Procedure 420 Student Interviews by Outside Agencies

Moved and seconded that the Board repeals Procedure 420 Student Interviews by Outside Agencies in favour of an Administrative Practice.

CARRIED 122/24

- xviii. Procedure 525 Residential Catchment Areas and Form 525-1

Moved and seconded that the Board repeals Procedure 525 Residential Catchment Areas and Form 525-1 in favour of an Administrative Practice.

CARRIED 123/24

- xix. Procedure 5350 International Education

Moved and seconded that the Board repeals Procedure 5350 International Education.

CARRIED 124/24



11. TRUSTEES' REPORTS

Vice Chair Luporini met with Mayne Island School vice-principal Down and district principal Pendergast. The focus this year has been on inquiry-based learning with a shift towards increasing engagement around what is happening at the school. Students are taking interest and an inquiry-based approach in ownership of what is happening in their school.

Trustee Georgeson stated there are a lot of activities are taking place at Galiano School: sharing Indigenous language, Apple Fest, hosting the Board. Two microscopes have been purchased for the school to get kid interested in outdoor learning.

Trustees Luporini and Georgeson left the meeting at 3:00 pm

Trustee Lucas spoke to the many things he's learning by visiting the school. At PAC meeting, principal Landahl shares the school's focus on student agency and self regulation. The Pender School newsletter highlighted the big ideas "What are you learning? What does that mean for you? What's the next step?". The variety, caliber and quality of programming is impressive and includes soccer for grades 1-4, disc golf for grades 5 and up, games club, a film making workshop, and a gender and sexual alliance group. So much is going on.

Trustee Macdonald spoke about the new mural at Fulford by Cowichan Coast Salish artist Charlene Johnny. The big focus at the school is on social emotional learning.

Trustee Pingle reported that 18 people have been attending the Fernwood PAC meetings and have a lot of interest in the strategic plan. There is a sense of renewal and welcome at the school. He heard that the school land may have been donated by the Sampsons, a Penelakut family, and expressed his curiosity about the role local First Nations have played in our district and how we can honour that dedication to the education of our students.

Trustee Boulter attended the compassionate systems awareness training with some of the senior administration team and is inspired by the deeper learning work taking place in the district. She attended the SSE PAC, had a tour of the school and noted all of the changes taking place, especially connected to the KNOW and BE of the strategic plan. Principal Dearden is bringing in Hul'q'umi'num language teaching, with Cheryl Ruff. Anti-racism training is happening at every staff meeting and the school is sending a teacher away for more curriculum around antiracism. A huge school goal right now is zones of regulation, shared language for staff, and frameworks to help kids learn to self-regulate. She met with GISS principal Massey, tying their discussion on deeper learning to the strategic focus on the ethic of learning.

Chair Katrensky attended the fall VISTA conference in Port Alberni. The conference started off with an incredible presentation from UVIC anthropologist Dr. Andrea Walsh who is working on an inspiring project about residential school survivors' art. She reported on Provincial council, where trustees



received an update from the climate action working group around governance responsibilities, funding, leadership and collaboration, and advocacy as well as best practices and climate action plans. There will be elections at the BCSTA AGM and there was discussion regarding motion 9 non-voting student voice. At Saturna School, she met with principal Landahl and vice-principal Borosa the day after the US elections and heard from students as to what they think makes a good leader. Answers included: thinking about others, not being centre stage, and meeting other peoples needs.

12. OTHER BUSINESS

13. QUESTION PERIOD

14. NEXT MEETING DATES

- (a) Regular Board Meeting – January 15, at the School Board Office
- (b) Education & Policy Committees – November 27, 2024

15. ADJOURNMENT

Moved to adjourn at 3:18 p.m.

CARRIED 125/24

Date: _____

Chairperson

Certified Correct:

Secretary Treasurer



Present:	Tisha Boulter	Board Chair
	Chaya Katrensky	Vice-Chair
	Jeannine Georgeson	Trustee
	Gregory Lucas	Trustee
	Deborah Luporini	Trustee
	Nancy Macdonald	Trustee
	Rob Pingle	Trustee
	Jill Jensen	Superintendent of Schools
	Jesse Guy	Secretary Treasurer
	Lori Deacon	Director of Corporate Services
Guests:	Anna Szul	Executive Assistant
	Adrian Pendergast	GIPVPA Chair
	Ian Mitchell	GITA President
	Angela Thomas	CUPE President
	Katherine Hazen	DPAC Representative
Regrets:	Boe Beardsmore	Associate Superintendent
	Lyall Ruehlen	Director of Instruction

1. **CALL TO ORDER**

The meeting was called to order at 12:32 p.m. by Secretary Treasurer Jesse Guy. Jesse Guy spoke to the privilege and gratitude for living on the sacred traditional territory of the Coast Salish communities, specifically the Hul'qumi'num and SENĆOTEN speaking peoples – huy tseep q'u.

Jesse Guy read the opening statement: With the intention of holding a safe, caring, and orderly meeting for all, we pledge to do our best to maintain a respectful and inclusive working environment. We will hold this meeting to the highest standard of civility and appropriate conduct so that we may attend to our business effectively and productively.

2. **ADOPTION OF AGENDA**

The agenda for the Special Board Meeting, Public Session held 2024 11 13 was adopted by consensus.

3. **BOARD ELECTIONS**

(a) **Chairperson / Vice Chairperson**

Jesse Guy called for nominations for the position of Board Chairperson. Chaya Katrensky and Tisha Boulter were nominated. Ballots were cast and counted. Chaya Katrensky accepted the position of Chairperson.



Chaya Katrensky called for nominations for the position of Vice Chairperson. Deborah Luporini and Tisha Boulter were nominated. Ballots were cast and counted. Deborah Luporini accepted the position of Vice Chairperson.

- (b) Chaya Katrensky called for nominations for the position of the BCSTA Representative. Deborah Luporini and Tisha Boulter were nominated. Deborah Luporini accepted the position of BCSTA Representative.

Chaya Katrensky called for nominations for the position of the BCSTA Alternate. Tisha Boulter and Jeannine Georgeson were nominated. Jeannine Georgeson accepted the position of BCSTA Alternate.

- (c) Chaya Katrensky called for nominations for the position of the BCPSEA Representative. Greg Lucas accepted the position by acclimation. Jeannine Georgeson accepted the position of BCPSEA Alternate by acclimation.

- (d) Chaya Katrensky called for nominations for the position of Indigenous Education Representative. Jeannine Georgeson and Deborah Luporini accepted the positions by acclimation.

Moved and seconded that the election ballots be destroyed.

CARRIED 101/23

4. ADJOURNMENT

Moved to adjourn at 12:49 pm.

CARRIED 102/24

Date: _____

Chairperson

Certified Correct:

Secretary Treasurer

BOARD OF EDUCATION, SCHOOL DISTRICT NO. 64 (GULF ISLANDS)

Reference Section 72 (3) of the *School Act*

Record of Proceedings of the In-Camera Meeting held
at the School Board Office

2024 11 13

Present:	Tisha Boulter	Chair
	Chaya Katrensky	Vice-Chair
	Jeannine Georgeson	Trustee
	Gregory Lucas	Trustee
	Deborah Luporini	Trustee
	Nancy Macdonald	Trustee
	Rob Pingle	Trustee
	Jill Jensen	Superintendent of Schools
	Jesse Guy	Secretary Treasurer
	Lori Deacon	Director of Corporate Services
Regrets:	Boe Beardsmore	Associate Superintendent
	Lyall Ruehlen	Director of Instruction
	Anna Szul	Executive Assistant

The meeting was called to order at 10:18 a.m.

The agenda for the Regular Board meeting, In-Camera session held 2024 11 13 was adopted as amended.

The minutes of the Regular Board meeting, In-Camera session held 2024 09 11 were approved as presented.

Trustee Pingle recused himself from the meeting at 10:21 a.m.

Items:

1. Personnel Matter
2. Notice of Appeal - Preliminary Determination
The Board made a determination regarding the preliminary matter of a Notice of Appeal in accordance with Board Bylaw No. 3 School Act Section 11 Appeal Procedures.

Trustee Pingle returned to the meeting at 11:03 a.m.

3. Skate Park Litigation
4. Electric Bus
5. Pheonix Site Lease
6. Superintendent's Growth Plan
7. Board Performance Discussion (interrupted/tabled)

The meeting was interrupted by fire alarm at 11:25 a.m. The meeting was reconvened at 11:39 a.m.

8. Superintendent Performance Review Timeline (tabled)

The meeting adjourned at 11:40 a.m.



Making a difference...together

Salt Spring Island Administration

108-121 McPhillips Avenue

Salt Spring Island, V8K2T6

T: 250.538.4300

www.crd.bc.ca

January 17, 2025

Jesse Guy
Secretary Treasurer School District 64
112 Rainbow Road
Salt Spring Island BC
V8K 2K3

Jesse Guy:

Re: LOCAL COMMUNITY COMMISSION JOINT MEETING REQUEST

The Salt Spring Island Local Community Commission (LCC) passed the following motion on August 15, 2025.

That the Local Community Commission, through the chair, invites the trustees and staff of School District 64 to a special joint meeting for the purpose of connecting in a public meeting and to discuss our shared priorities and responsibilities.

In response to motion staff are extending an invitation to join the afternoon session of an upcoming LCC daytime meeting from 1:30pm-3:30pm.

Meetings are schedule on the third Thursday of the month:

- February 20, 2024
- March 20, 2024
- April 17, 2024
- May 15, 2024

Regards,

A handwritten signature in blue ink, appearing to read 'Dan Ovington', with a horizontal line drawn through it.

Dan Ovington
Senior Manager, Salt Spring Island Administration
Capital Regional District



November 29, 2024

Ref: 303157

Dear Board Chairs:

Governments around the world, including the Government of BC, are facing a growing number of cybersecurity threats. Actors such as foreign governments, organized cyber-crime groups, activists, and terrorists are increasingly using a variety of techniques to steal or destroy government-held information, interrupt critical public services, or target physical infrastructure to achieve financial, geopolitical, or ideological objectives.

Since March 2024, four BC school districts have been the target of cyber incidents, three of which were ransomware attacks. These attacks disrupt the business of education, put district data at risk, and create significant financial burden on impacted school districts. More importantly, these attacks are putting the safety, security and privacy of students, families and staff at risk. Evidence suggests that these bad actors will continue to target school districts in BC and exploit system vulnerabilities to gain access.

School districts are provided with resources and training to maintain an appropriate security posture to ensure a safe digital learning environment. Boards of education have the responsibility and legal accountability for the implementation and management of their district's security policies and standards. Because of the serious nature of these threats, it is critically important that school districts follow industry standards, adhere to recommended cybersecurity practices, and take measures to secure their district's networks. I encourage you to communicate the urgency of these security practices with your district leadership.

The Ministry is here to support districts and has developed a suite of cybersecurity services to assist in proactively increasing network and security posture across the sector, for information about the support and services provided please visit: <https://focusedresources.ca/en/privacy-technology/cybersecurity>.

.../2

If you require additional information, please contact Assistant Deputy Minister and Chief Information Officer Jennifer Wray via email at Jennifer.Wray@gov.bc.ca. Thank you, in advance, for making cybersecurity a priority in your district.

Sincerely,

A handwritten signature in blue ink, appearing to read 'Lisa Beare', with a stylized, cursive script.

Lisa Beare
Minister

cc: Kaye Krishna, Deputy Minister, Ministry of Education and Child Care
Jennifer Wray, ADM/CIO, Ministry of Education and Child Care
Carolyn Broady, President, British Columbia School Trustees Association
Suzanne Hoffman, CEO, British Columbia School Trustees Association



December 27, 2024

Ref: 303237

Dear Board Chairs:

As the new Minister of Education and Child Care and a former School Board Trustee, I would like to thank you and your team for your commitment to the Framework for Enhancing Student Learning and equity of outcomes for all students in BC. On behalf of the Ministry of Education and Child Care, I would like to thank you for your district's 2024 Enhancing Student Learning Report submission.

The 2024 annual review of all 60 district Enhancing Student Learning Reports (the Reports) has now been completed. The annual review team compiled a feedback report for each district to reflect on continuous improvement processes demonstrated in the Report. Feedback reports will soon be sent from Deputy Minister Kaye Krishna to superintendents and copied to board chairs.

Thank you for your ongoing dedication and collaboration in fostering robust strategic planning to drive continuous improvement. This work is foundational to our shared purpose and collective responsibility to developing educated citizens, supporting student success and improving equity of outcomes.

I look forward to working alongside you to continue to create meaningful change within the lives of all students across British Columbia.

Sincerely,

Lisa Beare
Minister

cc: Superintendents

REF: 304132

Framework for Enhancing Student Learning

2024 Annual Review Feedback

School District 64 – Gulf Islands

The Enhancing Student Learning Report (ESLR) is intended to fit within each district's continuous improvement cycle. It acts as an annual touchpoint for districts to reflect and report on the progress made toward the district strategic plan priorities. This allows districts to adapt strategies to focus on areas for growth on an ongoing basis, and to communicate progress with the public.

The ministry reviews ESLRs annually to monitor sector-wide progress and identify potential areas requiring support.

During the Annual Review, a team comprised of ministry and sector representatives read every district's ESLR and built consensus on strengths, considerations, and proficiency levels within five focus areas:

1. District's approach to continuous improvement
2. Ongoing data and evidence review (qualitative and quantitative data)
3. Ongoing strategic engagement focussed on student learning
4. Alignment
5. Improving equity of learning outcomes for Indigenous learners, children and youth in care, and students with disabilities or diverse abilities

For additional context during the review process, the team referred to additional district documents, including but not limited to the district strategic plan, the Aboriginal How are We Doing Report, previous feedback reports, and samples of available school plans and operational plans.

This feedback report is intended to support SD64 Gulf Islands' continuous improvement efforts by providing constructive feedback on the September 2024 Enhancing Student Learning Report.

Focus Area 1 – District’s Overall Approach to Continuous Improvement

To demonstrate proficiency, districts are expected to provide evidence of a comprehensive, annual continuous improvement approach in place within the district, including:

Approach Overview

- Clear descriptions, illustrations (e.g., [Continuous improvement cycles](#)), and/or other indications of the district’s annual reflective processes, including:
 - Evidence of how the continuous improvement approach connects to school-level work
 - An explanation of how the district monitors the effectiveness of implemented strategies (i.e., [Monitoring Strategy Effectiveness Worksheet](#)).
 - Artefact/template for alignment
- Evidence that feedback from the previous year’s review has been considered during district planning.

Ongoing Data and Evidence Review (Qualitative Evidence and Quantitative Data)

- An explicit connection between the outcome of the data analysis and interpretation and the selection of targeted strategies and/or explicit interventions (i.e., what is being continued, adjusted, or added and why?)

Ongoing Strategic Engagement

- An explicit description of how feedback from ongoing strategic engagement informs the selection or adjustment of strategies (i.e., what actions were taken based on the received feedback?).

Adaptations

- An explicit description of how the district has monitored and adjusted strategies based on:
 - Data analysis and interpretation
 - Feedback from ongoing strategic engagement
 - The effectiveness of implemented strategies
- Evidence that feedback from the previous year’s review has been considered during district planning.

Alignment

- An explicit description of how district departments and schools are working in tandem to achieve strategic plan priorities (i.e., how is the district building system coherence?).

2024 Feedback

The district's report shows clear evidence that the district has embedded continuous improvement processes to consistently monitor and adjust practices accordingly.

Strength

The report shows that the district has an effective continuous improvement cycle in place including the assessment of the effectiveness of implemented strategies. The submission of the optional district self-assessment provided further evidence of the district's ongoing commitment to the continuous improvement process.

2023 Feedback

The report shows clear evidence that the district has embedded continuous improvement processes to consistently monitor and adjust practices accordingly.

Strength

The district's report demonstrates a clear continuous improvement cycle.

Focus Area 2 – Ongoing Data and Evidence Review (Qualitative and Quantitative Data)

To demonstrate proficiency in this focus area, districts are expected to include the following in the report:

- Clear evidence that the district has reviewed, analyzed, and interpreted both qualitative and quantitative sources of data and, where applicable, triangulated multiple sources of data to inform planning.

Required Data Template

- As provided in the "Section A: Pre-Populated Data Template," visual representations of all the student performance data required by the [Enhancing Student Learning Reporting Order](#), masked where necessary and disaggregated to show results for Indigenous learners on and off reserve, children and youth in care, and students with disabilities or diverse abilities. To reflect the [Educated Citizen](#), data is organized into three pillars:
 - Intellectual Development
 - Human and Social Development
 - Career Development
- Concise, reflective analyses and interpretations of all presented data, including:

- Analyses and interpretations of disaggregated student performance data for **each** priority population.
- Explicit acknowledgement of masked or missing data points, especially for priority populations, with an explanation of how these data points have been considered in the data review.
- An overview of key trends, learnings, and existing or emerging areas for growth (“So what?”) that the data review illustrates.
- Clear identification of any inequities illuminated by the disaggregated student performance data sets.

Additional Data Sets

- Representations of supplemental relevant local and contextual sources of information that the district is using to triangulate with provincial data. Where districts are faced with low FSA participation rates, triangulation is especially important to better gauge student performance and identify achievement gaps. Additional measures may include:
 - Additional student performance data (both qualitative and quantitative data, including How Are We Doing Reports, attendance data, report card data, results from local assessments, student voice).
 - Qualitative data, for example:
 - MDI/YDI
 - Student voice
 - BC Adolescent Health Survey (from McCreary Centre Society)
 - “Tell Them from Me” survey
 - Contextual information (i.e., Equity Action Plans, Local Education Agreements, Enhancement Agreements).
 - Data and evidence collected regarding the impact of implemented strategies (both qualitative and quantitative data).
- Clear acknowledgement of trends (minimum 3 years) and inequities that emerged from the analysis and interpretation of data sets focussed on the priority populations, including qualitative evidence where applicable.

2024 Feedback

The district’s report shows clear evidence that the district has embedded comprehensive data and evidence review processes.

Strength

The report clearly identifies areas for growth based on the results of the data analysis and connects these areas for growth to district priorities.

2023 Feedback
The report shows clear evidence that the district has embedded comprehensive data and evidence review processes.
Strength
The district's report demonstrates a thorough analysis and interpretation of provincial and local data, including connections to emerging areas for growth.
Consideration
Future reports would benefit from further investigation of gaps across all student populations.

Focus Area 3 – Ongoing Strategic Engagement Focussed on Student Learning

To demonstrate proficiency in this focus area, districts are expected to include the following in the report:

Report Body (10 pages)

- A brief description of the district's strategic and deliberate processes for inclusive, ongoing, and meaningful engagement specific to the continuous improvement of student learning outcomes. This includes specific details on:
 - The Rightsholders and stakeholders involved (i.e. **who**), including:
 - Local First Nation(s) on whose territory the district operates schools;
 - District Indigenous Education Council;
 - First Nations, Métis, and Inuit parents/caregivers and students;
 - Existing district committees and structures (i.e., employee groups, DPAC);
 - Student groups; parents/caregivers and
 - The local community.
 - The format of the engagement process (i.e. **how**). This includes timing/frequency of engagement, level of engagement, and specific methods used to demonstrate an ongoing process.
- An explicit explanation of how the feedback gathered from engagement processes helped shape any adjustments and adaptations to strategies.

2024 Feedback
The district's report shows evidence that the district has components of broad, meaningful, and ongoing engagement processes in place.
Strength
The report shows evidence of ongoing engagement including feedback from student voice.
Consideration

Future reports will benefit from a clear explanation of how the engagement activities mentioned fit into a broader annual engagement cycle for the purpose of continuous improvement.

2023 Feedback

The report shows evidence that the district has components of broad and meaningful engagement processes in place.

Strength

The district's report demonstrated an effective engagement process at the school level.

Consideration

Future reports would benefit from articulating the plan for engagement with Rightsholders and stakeholders, including an explanation of how the feedback informs next steps.

Focus Area 4 – Alignment

To demonstrate proficiency in this focus area, districts are expected to include the following in the report:

Report Body (10 pages)

- A description of the district's implementation plan and its alignment to the strategic plan.
- A description of how current school plans are aligned with the educational objectives from the district Strategic Plan. **(Vertical alignment.)**
- A description of the district's mechanism to monitor ongoing effectiveness and alignment of school plans.
- A description of how the district leveraged and/or re-allocated existing resources (i.e. finances, FTEs and staff time) to support successful implementation of new, adapted, or continued strategies.
- A description of how district operational plans/district departments (financial, human resources, information technology, engagement, communications, and long-range facilities) are aligned to support the implementation of new, adapted, or continued strategies. **(Horizontal alignment.)**

2024 Feedback

The district's report shows clear evidence that the district has embedded vertical and horizontal alignment processes.

Strength

The report provides strong evidence of overall alignment.

2023 Feedback
The report shows clear evidence that the district has embedded vertical and horizontal alignment and adaptation processes.
Strength
The district's report shows evidence of strong alignment between the district priorities and school plans.

Focus Area 5 – Improving Equity of Learning Outcomes for Indigenous Learners, Children and Youth in Care, and Students with Disabilities or Diverse Abilities

To demonstrate proficiency in this focus area, districts are expected to include the following in the report:

Report Body (10 pages)

- Descriptions of how the district uses data to track and support cohorts of priority learners, including those represented in masked data sets.
- A description of the district's approach to address inequities in learning outcomes for identified priority populations, including:
 - District structures to address inequities identified through the data analysis and interpretation
 - Targeted, evidence-informed strategies implemented to address inequities for Indigenous learners, children and youth in care, and students with disabilities or diverse abilities.
 - Descriptions of how the district monitors the effectiveness and/or impact of currently implemented strategies.

Focus Area 5.1 – Focus on Indigenous Learners

2024 Feedback
The district's report shows some evidence that the district focusses on cohorts of Indigenous learners and is working to further improve equity of learning outcomes.
Strength
The report demonstrates a focus on Indigenous learners through data analysis and a commitment to prioritization of the collective responsibility to implement targeted strategies for improving learning outcomes.
Consideration
Future reports will benefit from an analysis on the impact of targeted strategies for cohorts of Indigenous learners.

2023 Feedback
The district's report shows some evidence that the district focusses on Indigenous students and is working to further improve equity of learning outcomes.
Strength
The district's report shows a focus on Indigenous students.
Consideration
Future reports would benefit from a stronger connection between identified gaps and the selected strategies to address these areas for growth.

Focus Area 5.2 – Focus on Children and Youth in Care

2024 Feedback
The district's report shows some evidence that the district focusses on children and youth in care and is working to further improve equity of learning outcomes.
Strength
The report shows promising parity for children and youth in care within the district.
Consideration
Future reports will benefit from a clearer articulation of the district's approach for tracking and planning interventions for children and youth in care.

2023 Feedback
The district's report shows some evidence that the district focusses on children and youth in care and is working to further improve equity of learning outcomes.
Strength
The district's report shows some focus on children and youth in care.
Consideration
Future reports would benefit from articulating additional targeted strategies for children and youth in care.

Focus Area 5.3 – Focus on Students with Disabilities or Diverse Abilities

2024 Feedback
The district's report shows clear evidence that the district has focussed attention on students with disabilities or diverse abilities.
Strength
The report demonstrates a clear focus on students with disabilities or diverse abilities, including a comprehensive high school tracking system.
Consideration
Future reports will benefit from further disaggregation of local data sets of students with disabilities or diverse abilities for improved triangulation.

2023 Feedback

The district's report shows clear evidence that the district has focussed attention on students with disabilities or diverse abilities.

Strength

The district's report shows a focus on students with disabilities and diverse abilities with evidence-informed, targeted strategies.

Accessibility and Readability

In addition to demonstrating proficiency in the above focus areas, reports are expected to:

- Be readable and accessible (i.e., written in plain language with elements such as graphics, bullet points, and a table of contents).





December 16, 2024

Ref: 303523

Dear Board Chairs:

We are writing to update you on the establishment of the Ministry of Infrastructure and what it will mean for your school district at this time.

On November 18, 2024, Premier David Eby appointed a new provincial cabinet that is ready to deliver on the core challenges people are facing throughout our province. Our government's top priorities include bringing down costs for families, strengthening health care, making communities safer, and growing the economy so everyone feels the benefits of helping build a more prosperous BC for future generations.

As a part of the cabinet announcement, the Ministry of Infrastructure was created. Governments worldwide are facing challenging construction markets and cost pressures on major capital projects. This new ministry is responsible for overseeing land acquisition as well as project planning, procurement, and delivery for vertical provincial capital projects such as schools, hospitals, post-secondary institutions, and other public buildings that BC communities need to continue to thrive. This does not include transportation infrastructure, which remains the purview of the Ministry of Transportation and Transit.

By assembling responsibility for vertical capital projects across the provincial government into the Ministry of Infrastructure, our provincial government is better able to improve the coordination and delivery of important community infrastructure that provincial services are delivered from, to people throughout BC.

For greater clarity, the Ministry of Infrastructure primarily deals with vertical projects requiring capital funding and will not be involved in the disbursement of any operating funding to partners. Operating funding that supports the delivery of your services will continue to come from the Ministry of Education and Child Care.

The changes being shared with you today are internal to the organization of our government ministries and do not change your role as an integral partner in the delivery of critical services. We will continue to communicate with you as we implement the new Ministry of Infrastructure. In the meantime, there should not be any interruption to how you engage with our government. Please continue reaching out to your existing contacts with any questions and/or feedback that you may have and be assured that our ministries will be working closely together to serve you well.

.../2

We are excited by the opportunities the new ministry provides and will ensure that our ministries work closely together to share information about your needs and how best to support you. Together, we will continue to build our province so British Columbians have the opportunity to grow, thrive and prosper for many generations to come.

Sincerely,

A handwritten signature in black ink, appearing to read "Lisa Beare".

Lisa Beare
Minister of Education and Child Care

A handwritten signature in blue ink, appearing to read "Bowinn Ma".

Bowinn Ma
Minister of Infrastructure

cc: District Superintendents

FINANCE, AUDIT, AND FACILITIES COMMITTEE

PURPOSE

The Finance Audit and Facilities Committee provides accountability for the business aspects of district operations. The Committee assists the Board in its financial oversight by monitoring and reviewing the risk, control, and governance processes that have been established in Board policies.

NATURE OF COMMITTEE	Standing Committee of the Board
MEMBERSHIP	School District No. 64 trustees (3) Board Chairperson (ex officio) Superintendent and/or designate (non-voting) Secretary Treasurer and/or designate (non-voting)
CHAIRPERSON	A trustee will serve as Chair
PARTNER AND REPRESENTATIVE GROUPS	Comments and input from a representative from (non-voting): <ul style="list-style-type: none"> • Canadian Union of Public Employees Local 788 • District Parent Advisory Council • Gulf Islands Principals' and Vice-Principals' Association (GIPVPA) • Gulf Islands Teachers' Association (GITA) • Indigenous Education Advisory Council
APPOINTMENT	<ul style="list-style-type: none"> • Trustees are appointed by the Chairperson of the Board • Representatives are identified by the organization they are representing
BUDGET	None
SECRETARIAT	Executive Assistant to the Board
MEETINGS	Meetings will be scheduled a minimum of two times per year, or as needed due to workload. Agendas with supporting materials will be circulated to the committee and partner/representative groups, five days in advance of each meeting.
QUORUM	Two trustees designated as members of the committee

DELIVERABLES

The Finance, Audit and Facilities Committee provides oversight of audit and financial reporting, including:

- review and approval of quarterly and annual financial statements;
- transfer of monies between funds, risk management, and internal controls; and specifically,
- makes policy recommendations with respect to:
 - budget development and management;
 - financial management and reporting;
 - labour relations; and
 - capital planning for facilities and transportation.

REPORTING MECHANISM

High-level minutes of all meetings will be provided to the Board. The committee may make recommendations to the Board.

Data and information to **support** **parents and student learning.**

This report provides a comprehensive set of data and information about each school district in the province, highlighting intellectual, human and social, and career development.

Our mandate the for education system assists in the development of human potential and improves the well-being of every British Columbian. The B.C. school system develops educated citizens by supporting each student's intellectual, social, and career development while considering a wide range of information related to all of these areas.



Intellectual Development

Includes the ability to analyze critically, to reason, to think independently, and to acquire important skills and bodies of knowledge

Literacy and Numeracy	5
Grade-to-Grade Transition	7
Graduation Assessment	8
Completion Rates	9



Human and Social Development

Includes developing a sense of self-worth and well being, personal initiative, social responsibility, and a tolerance and respect for the ideas and beliefs of others.

Student Satisfaction	10
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Career Development

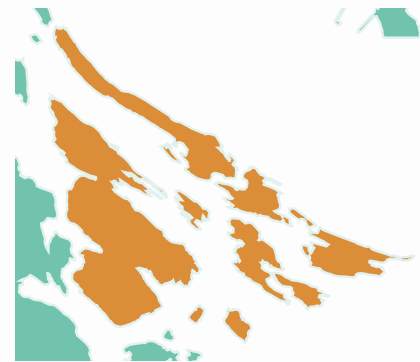
Includes preparing students to attain their career objectives and to develop effective work habits and the flexibility to deal with change in the workplace.

Post-Secondary and Career Development	11
Transition to B.C. Post-Secondary Education	11

When reviewing district results, it is important to consider various factors that can influence student learning.

Community demographic and student enrolment information is provided to help inform local planning and continuous improvement efforts.

For information about this district and their plans for enhancing student learning, please refer to: <http://www.sd64.bc.ca>



Population Size

in 2023 (estimated by BC Stats)

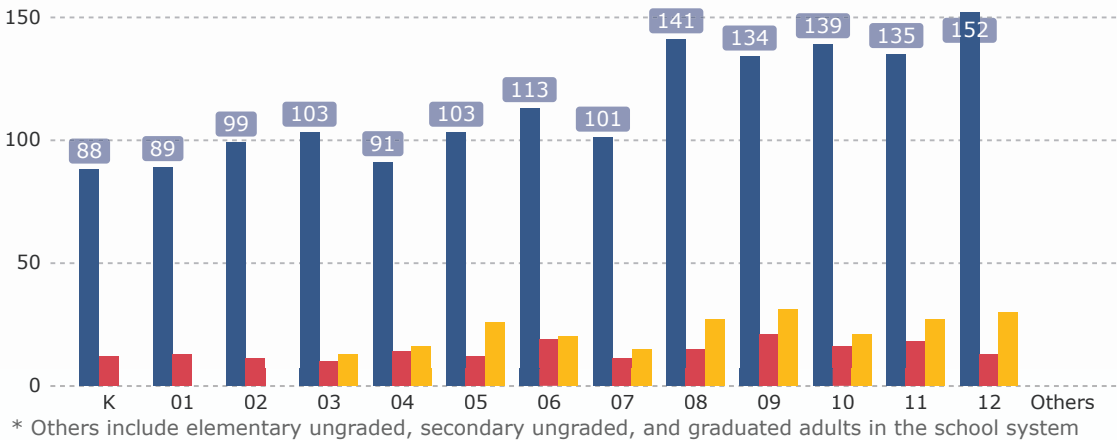
18,441

Number of Active Public Schools

10

Total Students across All Grades (2023/2024)

● All Residents ● Indigenous Students ● Students with Diverse Needs



Community Demographics

The demographic information displayed was based on the 2021 Census of Population conducted by [Statistics Canada](https://www150.statcan.gc.ca/n1/pub/92-62-0001/2021001/article/00001-eng).

	Unemployment Rate	Percent of 25-64 with Post-Secondary Credentials	Percent of Lone-Parent Families	Median Family Income Economic Families	Population Density (People per sq. km of land area)
B.C. Public Schools	8.27%	42.06%	4.29%	\$113,137	3,644
Gulf Islands	5.72%	36.83%	3.77%	\$94,110	382

How to Read the Charts in This Report



The grey band represents the **typical range across B.C. (middle 50% of all school districts)**

The orange band shows this district's **typical range over the past five years (middle 50%)**.

The yellow dot shows the **most recent result** for this school district

The orange line represents this school district's **whole range over the past 5 years**.

Enrolment

Enrolment counts include the records of all adults and school-age persons who are enrolled in the B.C. K-12 Public School system, based on September 30th data collection. Registered homeschooled children are not considered an enrolment.

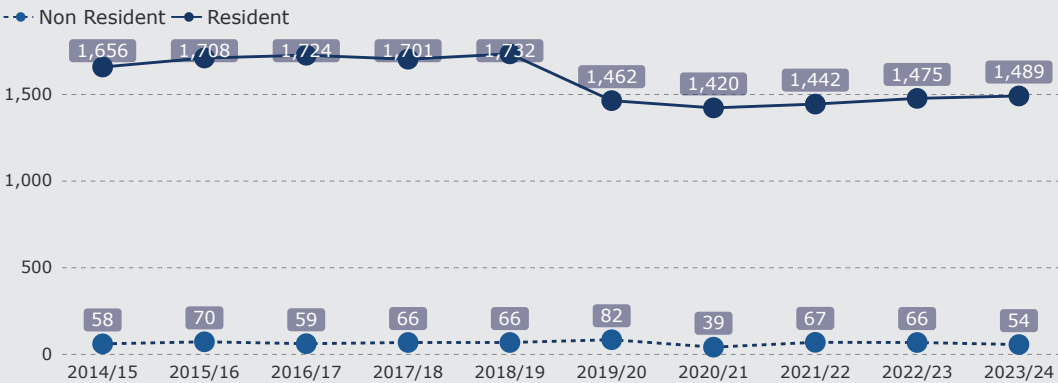
For a more complete set including additional years and subpopulations, view the open data for [Student Enrolment and FTE by Grade](#).



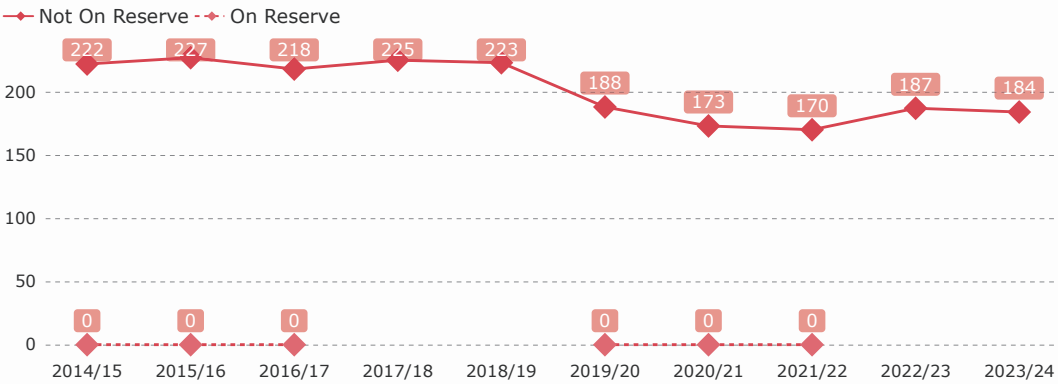
**September 2023
Total Headcount**
(All students)

1,543

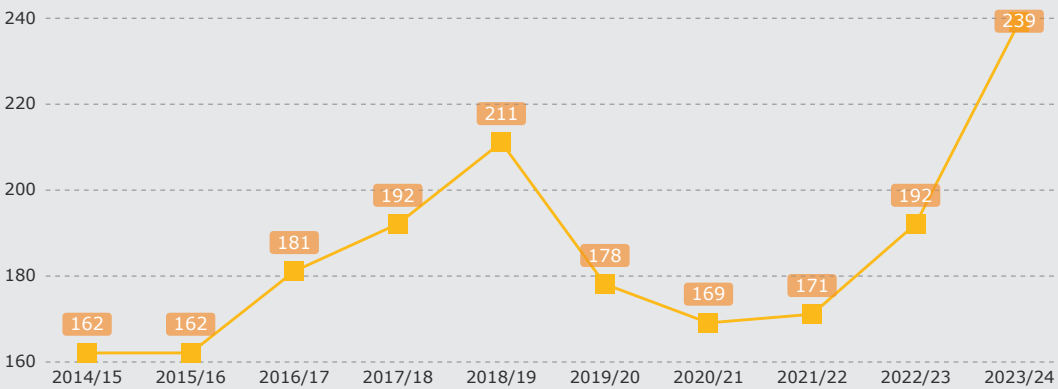
Resident and
Non-Resident



Indigenous



Disabilities or
Diverse Abilities
(Resident)



Students with Disabilities or Diverse Abilities (2023/2024)

Autism Spectrum Disorder	Deaf or Hard of Hearing	Deafblind	Gifted	Intensive Behaviour Interventions or Serious Mental Illness	Learning Disability	Mild Intellectual Disability	Moderate Behaviour Support / Mental Illness	Moderate to Profound Intellectual Disability	Physical Disability or Chronic Health Impairment	Physically Dependent	Visual Impairment
37	Msk	0	Msk	32	107	Msk	39	Msk	13	Msk	0

Enrolment Projection

The ministry generates estimates of future enrolment growth for the province and each of the school districts, leveraging internal enrolment data and external data sources like BC Statistics and Statistics Canada. Projections for both Student Headcount and Funded FTE are produced to inform future project planning and funding decisions.

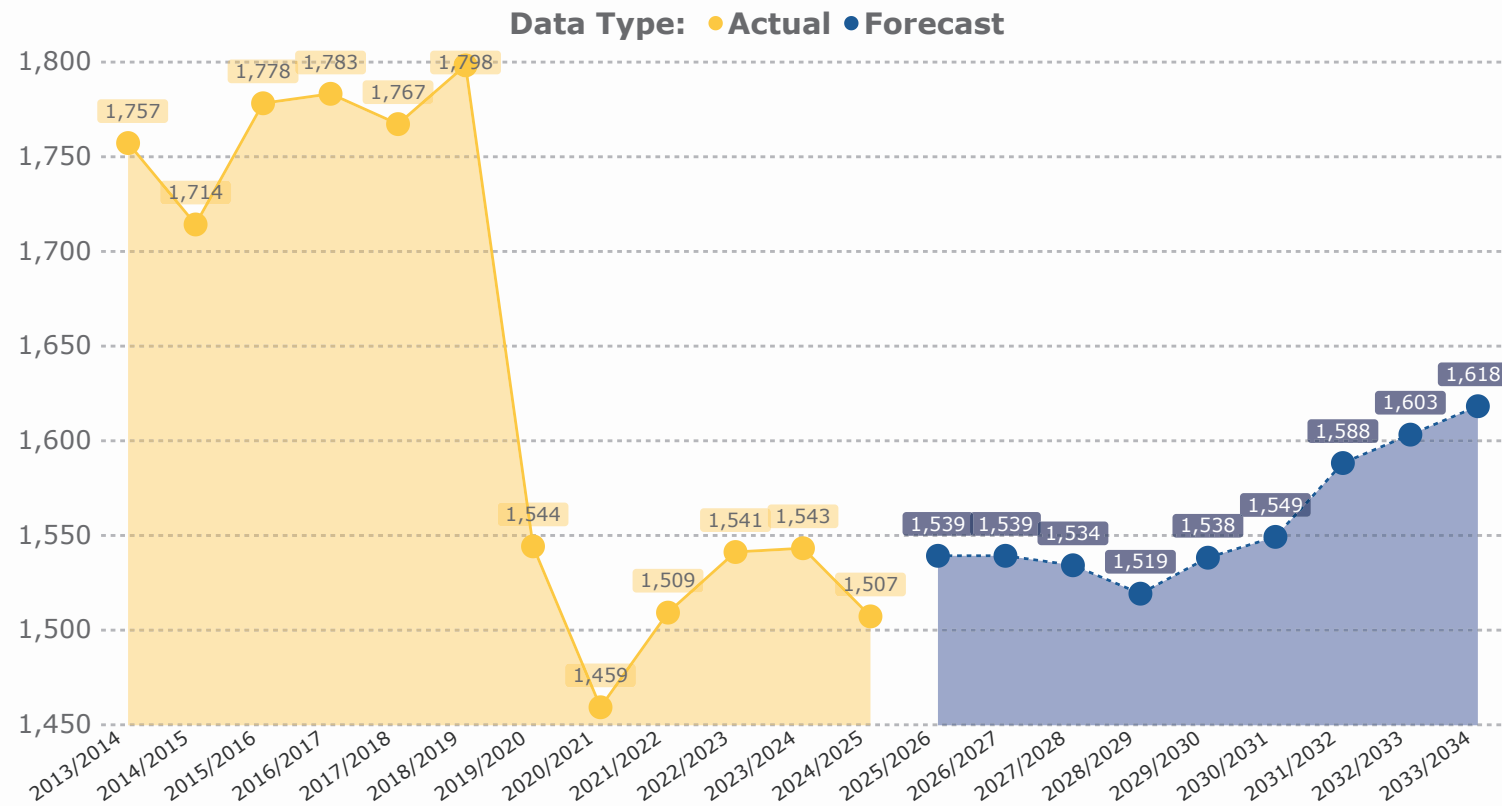


Projected 10-year change
(All students)



75

Historically, immigration to B.C. has been the largest source of new students in the public school system. Other sources of students, such as incoming kindergarten students, movement between the public and independent school systems and between school districts are also incorporated into enrolment projections.



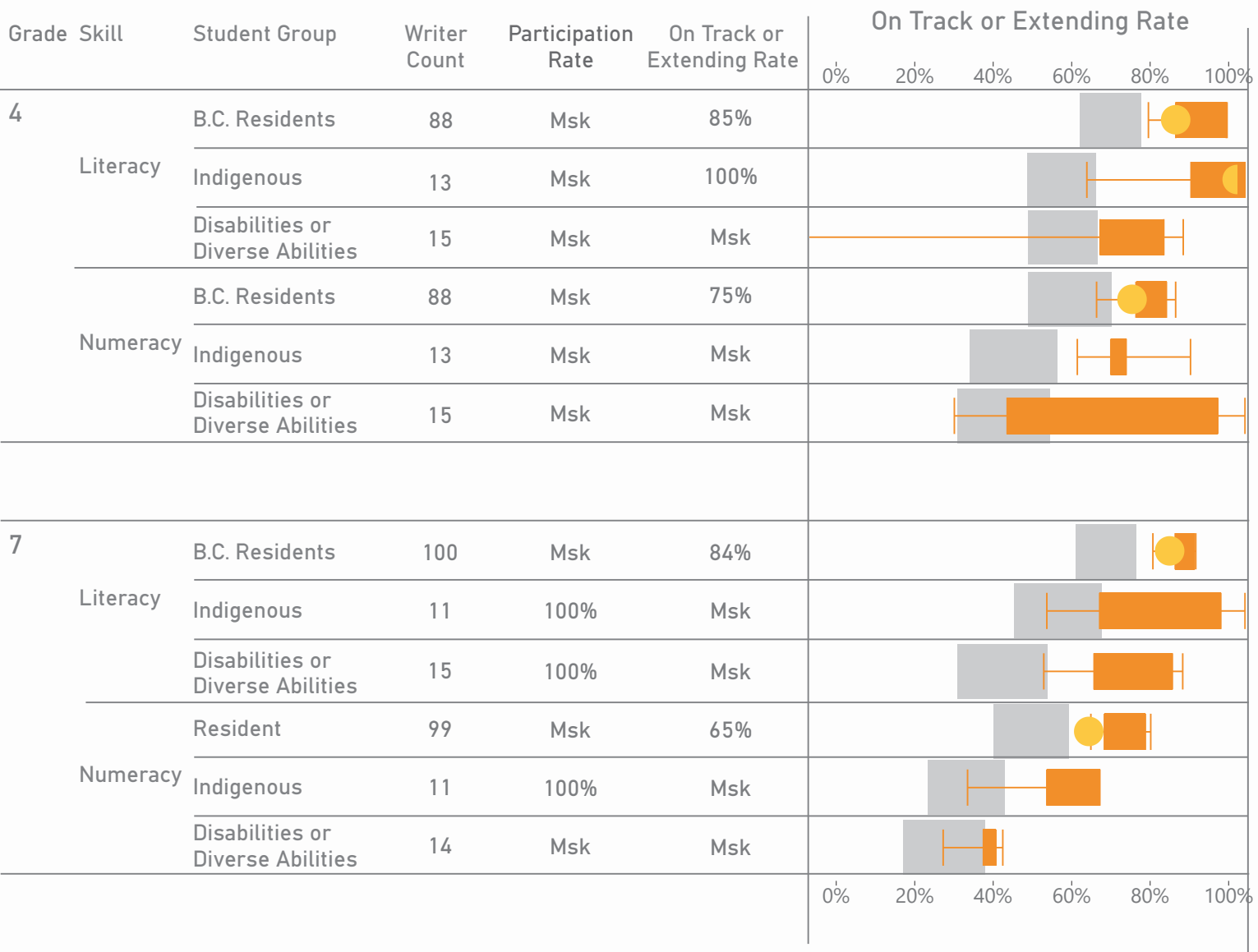
Foundation Skills Assessment

A goal of B.C.'s education system, supported by the family and community, is intellectual development – enabling our students to think critically, independently, and to acquire important skills and knowledge that will enable them to thrive in a rapidly changing world.



Literacy, and Numeracy (2023/24)

The Foundation Skills Assessment (FSA) is a set of literacy and numeracy tests administered each year to students in grades 4 and 7. In the 2021/2022 school year, reading and writing assessments were replaced with a single literacy assessment. The FSA is a valuable indicator of where individual students might have challenges in literacy and numeracy and can be used to help plan their education. It also provides a snapshot of how our education system is meeting the needs of students in these key areas.



FSA Progression Over Time

The following charts provide a comparison of the previous performance of the Grade 4 cohort to their current performance in the Grade 7 FSA literacy and numeracy assessments.



Literacy

Proficiency Level in Grade 4 (2020/2021)	Student Count	Proficiency Level in Grade 7 (2023/2024)			
		Extending	On Track	Emerging	Not Participated
Extending	18	11%	61%	17%	11%
On Track	70	0%	74%	9%	17%
Emerging	Msk	Msk	Msk	Msk	Msk
Not Participated	Msk	Msk	Msk	Msk	Msk

Numeracy

Proficiency Level in Grade 4 (2020/2021)	Student Count	Proficiency Level in Grade 7 (2023/2024)			
		Extending	On Track	Emerging	Not Participated
Extending	12	42%	25%	25%	8%
On Track	63	8%	44%	30%	17%
Emerging	17	0%	41%	41%	18%
Not Participated	Msk	Msk	Msk	Msk	Msk

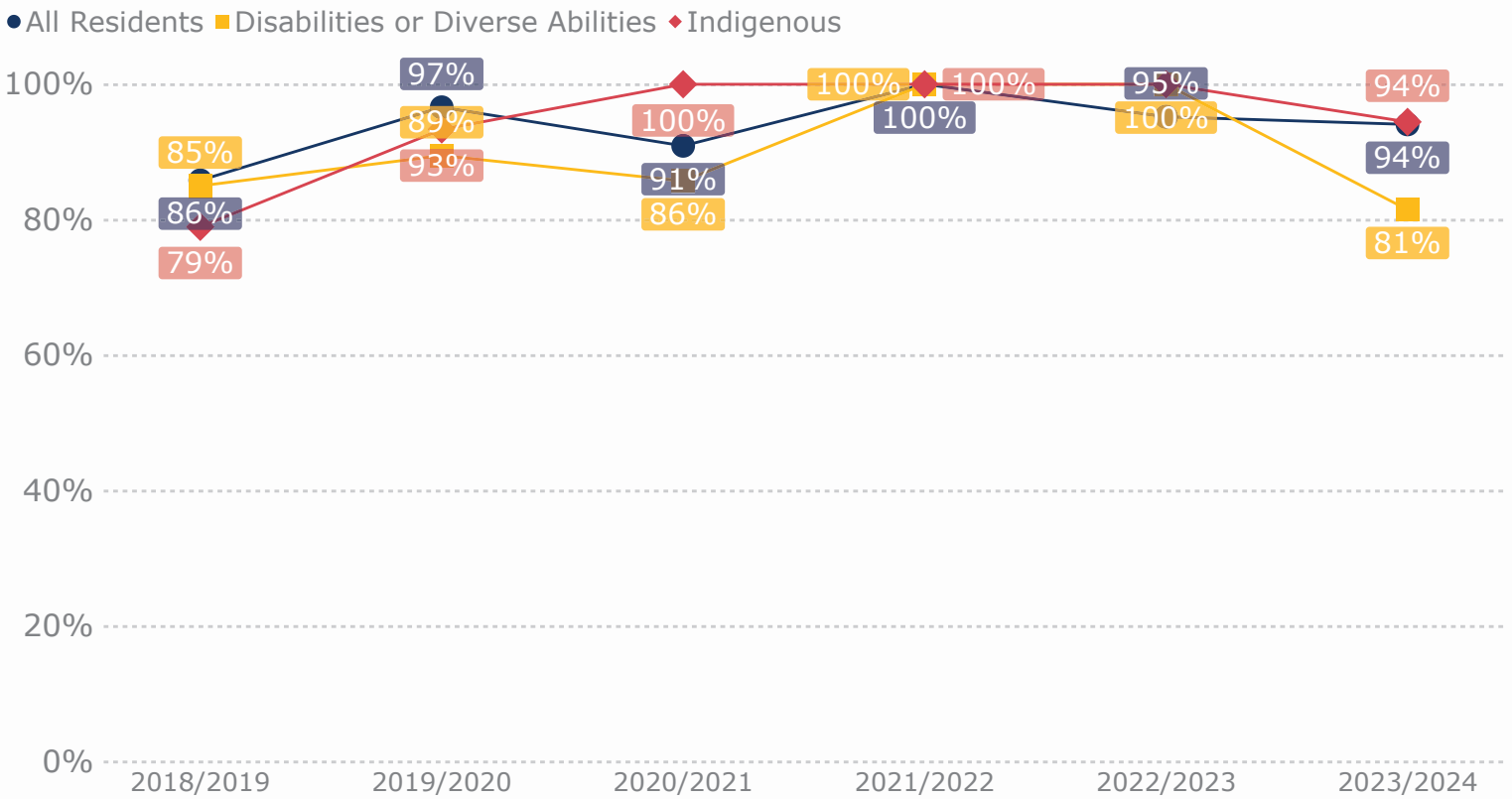
Grade-to-Grade Transition

Grade-to Grade transition is the percentage of students who enter a grade for the first time from a lower grade and make the transition to a higher grade in the next school year.

For a more complete set including additional years and subpopulations, view the open dataset for [Grade to Grade Transition](#).



Transition from Grade 11 to Grade 12 Over Time



Grade-to-Grade Transition for All Grades in 2023/2024

Base Grade	KF	01	02	03	04	05	06	07	08	09	10	11
All Residents	93%	97%	97%	96%	99%	98%	98%	97%	96%	99%	96%	94%
Disabilities or Diverse Abilities	67%	100%	67%	100%	100%	100%	100%	100%	96%	100%	95%	81%
Indigenous	100%	92%	100%	100%	100%	100%	100%	100%	93%	100%	100%	94%

Graduation Assessments (2023/24)



Provincial Assessment results are displayed for:

- Grade 10 Literacy Assessment (Introduced in 2019/2020)
- Grade 10 Numeracy Assessment (Introduced in 2017/2018)
- Grade 12 Literacy Assessment (Introduced in 2021/2022)

The purpose of Graduation Assessments is to measure the extent to which students are literate and numerate and to provide students and educators with information about their proficiency. As part of the updated graduation requirements, students will have to complete two provincial assessments focusing on their demonstration and application of numeracy and literacy.



[Learn more about Graduation Assessments](#)

For a more complete set including additional years and subpopulations, view the open data for [Graduation Assessments](#).

Assessment		Graduation Assessment Participation		Graduation Assessment Proficiency		
		Writer Count	Participation Rate	Writer Count	Proficient or Extending Rate	Percent Proficient or Extending
Literacy 10	B.C. Residents	120	86%	127	83%	
	Indigenous	12	Msk	13	Msk	
	Disabilities or Diverse Abilities	13	Msk	16	Msk	
Numeracy 10	B.C. Residents	115	84%	126	60%	
	Indigenous	13	Msk	13	Msk	
	Disabilities or Diverse Abilities	15	Msk	18	Msk	
Literacy 12	B.C. Residents	116	87%	134	85%	
	Indigenous	Msk	Msk	10	Msk	
	Disabilities or Diverse Abilities	20	Msk	20	Msk	

Completion Rates (2023/24)

The six-year completion rate is the proportion of students who graduate with a British Columbia Certificate of Graduation (Dogwood) or a British Columbia Adult Graduation Diploma (Adult Dogwood) within six years from the first time they enrol in Grade 8, adjusted for migration into and out of British Columbia. A six-year rate provides students with an additional year beyond the five years required to move through Grades 8-12.

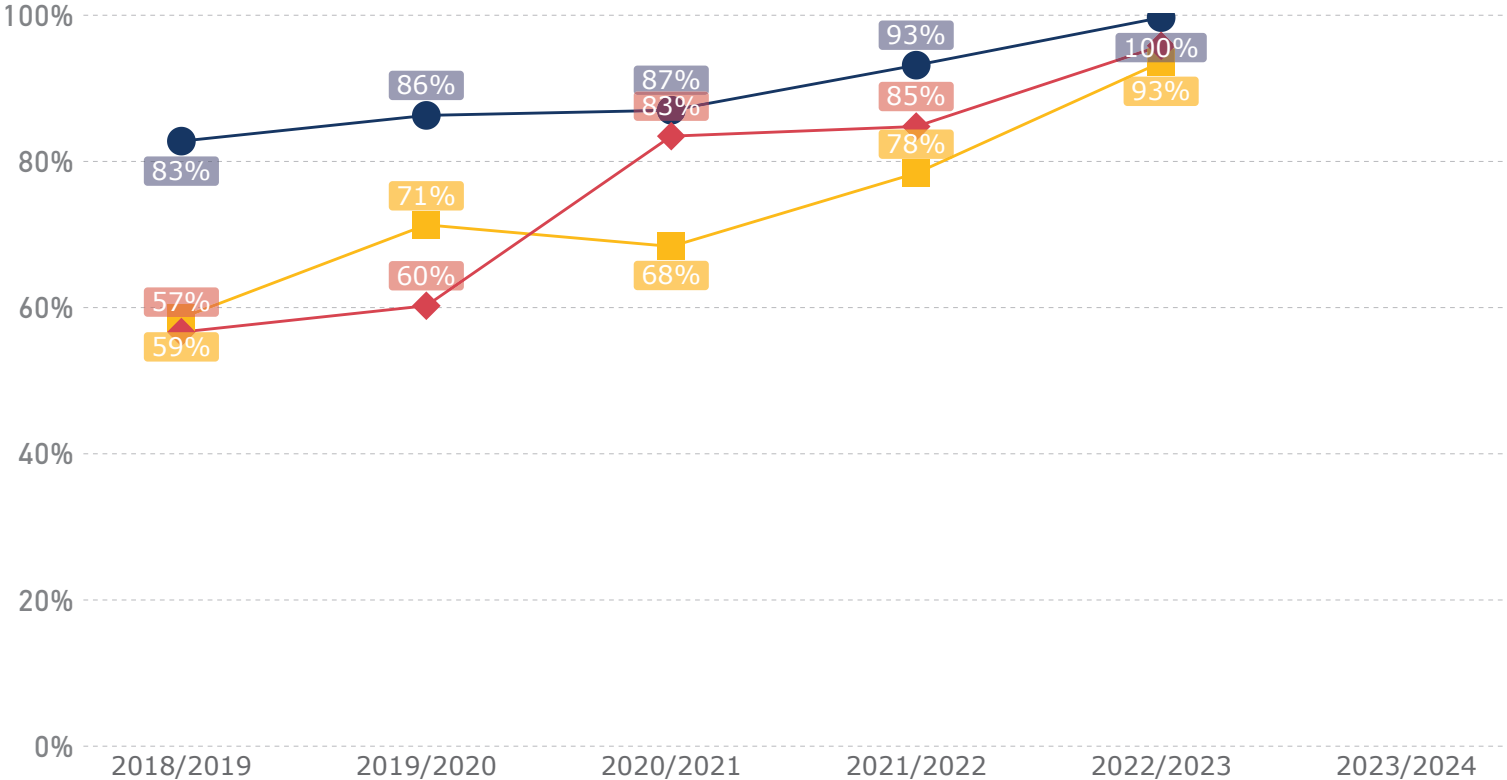


For a more complete set including additional years and subpopulations, please see open data for [Six Year Completion Rates](#).

Student Group	Total Students (2018/2019 cohort)	Completion Rate (2023/2024)	0%10%20%30%40%50%60%70%80%90%100%
B.C. Residents	114	Msk	<div><div></div><div></div></div>
Indigenous	18	Msk	<div><div></div><div></div></div>
Disabilities or Diverse Abilities	22	Msk	<div><div></div><div></div></div>
All Students	114	Msk	<div><div></div><div></div></div>

Completion Rate Over Time

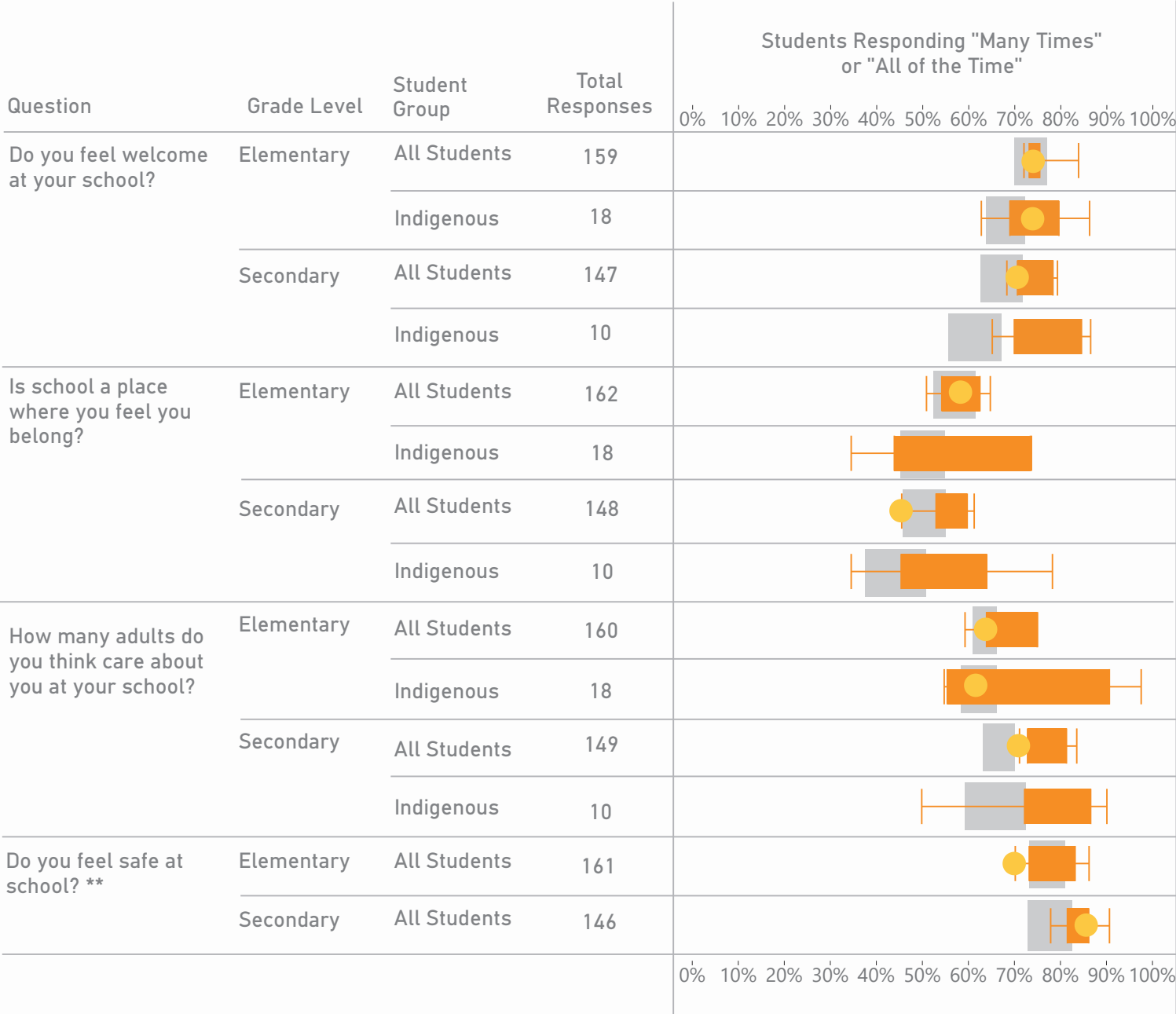
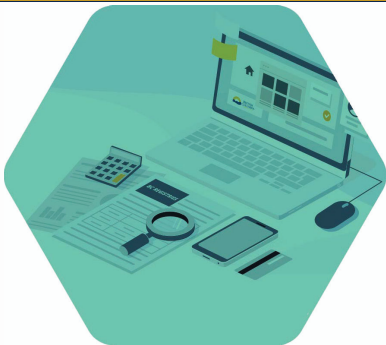
● B.C. Residents ■ Disabilities or Diverse Abilities ◆ Indigenous



Student Learning Survey (2023/24)

Every year, students in Grades 4, 7, 10, and 12, their parents, and all staff in B.C. public schools are invited to participate in the annual online Student Learning Survey (SLS) about their school experience. Results for elementary students (Grades 4 and 7) and secondary students (Grades 10 and 12) are provided.

[Learn more about the Student Learning Survey](#)



**NOTE: THIS QUESTION IS ANONYMIZED

Post-Secondary and Career Preparation (2023/2024)

Schools are expected to play a major role, along with families and communities, in helping each student develop a sense of self-worth and well being, personal initiative, social responsibility, and a tolerance and respect for the ideas and beliefs of others.



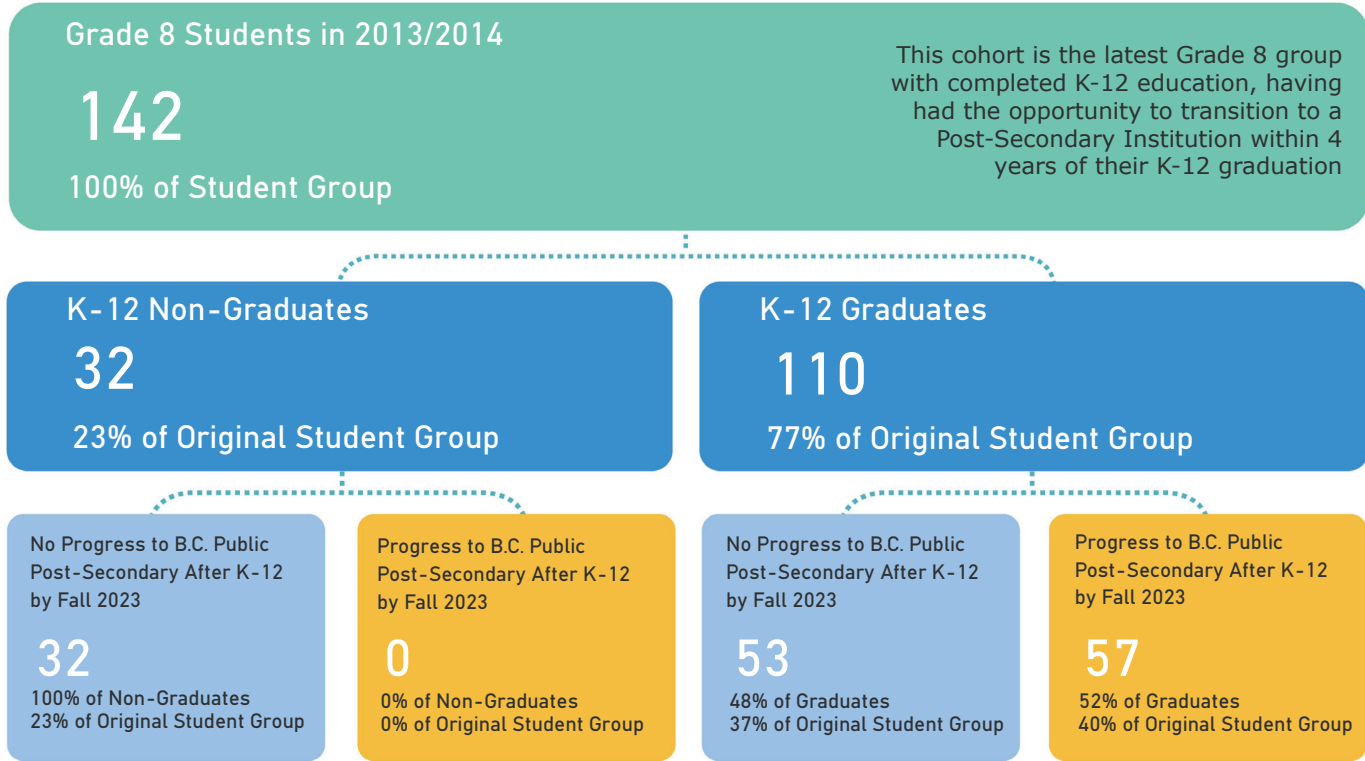
Question	Grade Level	Student Group	Total Responses	Students Responding "Many Times" or "All of the Time"																
				0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%						
Are you satisfied that school is preparing you for a job in the future?	Secondary	All Students	139																	
		Indigenous	Msk																	
Are you satisfied that school is preparing you for post-secondary education?	Secondary	All Students	139																	
		Indigenous	Msk																	

Transition to B.C. Public Post-Secondary Education (data as of 2023/2024)

The following information shows the transitions of a cohort of B.C. resident students in this district, and:
How many of these students graduated from the B.C. school system by Fall 2019
How many of these students enrolled in a B.C. public post-secondary institution by Fall 2023*

* Note, these results do not include those who enrolled in private post-secondary institutions in B.C. or post-secondary institutions outside of B.C.

[Find out more about the transition to B.C. post- secondary education.](#)



About this Report

This report provides an overview of information collected by B.C. Ministry of Education and Child Care for all school districts across the province. It compliments new planning and reporting effects that are underway to enhance student learning in every school and school district in British Columbia.

For more data, visit DataBC Catalogue at:

<https://catalogue.data.gov.bc.ca/organization/ministry-of-education>



Questions to Consider When Reviewing Results

Some questions you might consider when reviewing information in this report include:

- To what extent do the results align with what you expected to see?*
- How do the results compare with other information that exists?*
- What are areas of strength?*
- What areas may need further attention?*
- Where do you see growth over time?*
- What patterns do you see across particular groups of students?*
- What efforts are underway to support student success, and what role can you play?*



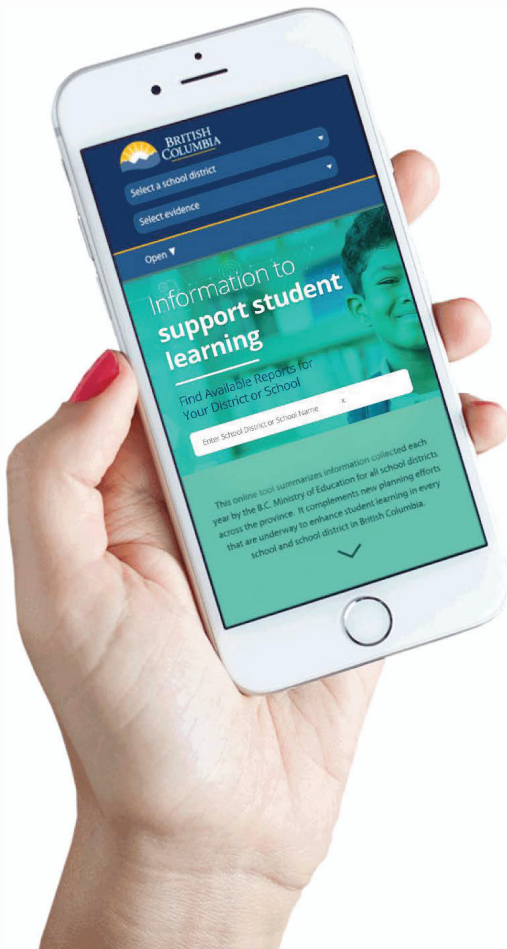
We Value Your Feedback

The B.C. Ministry of Education and Child Care welcomes your feedback on this new way of displaying student information. Please send any questions, comments, or suggestions for improvement to educ.systemperformance@gov.bc.ca

Throughout this report, please note:

- (1) **Indigenous Students:** students who have self-identified as being of Aboriginal ancestry (First Nations, Métis, or Inuit).
- (2) **Students with Disabilities or Diverse Abilities:** when the Ministry of Education and Child Care reports on the total number and performance of students with disabilities or diverse abilities, all categories are included.
- (3) **Transitions to B.C. Public Post-Secondary:** for more information, please refer to: <http://www2.gov.bc.ca/gov/content/education-training/post-secondary-education/data-research/student-transitions-project>

Msk - Throughout this report, some numbers are "masked" to protect the privacy of potentially identifiable populations of students. For more information on the masking policy, visit: <https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/legislation-policy/public-schools/protection-of-personal-information-when-reporting-on-small-populations>



Expenditures	Actual July	Actual August	Actual September	Actual October	Actual November	Actual December
Monthly						
Instruction	758,200	740,202	1,746,814	1,712,474	1,581,167	1,554,953
Administration	167,026	126,398	133,280	141,244	141,493	145,827
Operations	249,123	280,399	291,952	348,721	307,946	327,351
Transportation	32,680	55,512	220,642	186,248	179,291	194,633
Total	1,207,029	1,202,511	2,392,688	2,388,687	2,209,897	2,222,764

Expenditures	Actual January	Actual February	Actual March	Actual April	Actual May	Actual June
Monthly						
Instruction						
Administration						
Operations						
Transportation						
Total	-	-	-	-	-	-

Expenditures	Expenditures to Date	Annual Budget Sch 2	Portion of Budget Spent	Portion of Year Complete
Annual				
Instruction	8,093,810	17,733,696	46%	45%
Administration	855,268	1,628,870	53%	50%
Operations	1,805,492	3,394,430	53%	50%
Transportation	869,006	1,959,300	44%	40%
Total	11,623,576	24,716,296	47.03%	45.45%

Over budget -1.6%

DRAFT- Each monthly report may vary from the prior month(s) due to late invoices or timing items.

January 29, 2025

Bank of Montreal
116 Fulford Ganges Road
Salt Spring Island, B.C.
V8K 2S4

To Whom It May Concern:

Re: Signing Authority for the Educational Trust Fund Account (#1015 455), and Operating Bank Account (#1003 104)

For your information, the Board of Education approved the following motions at its January 29, 2025, meeting:

BE IT RESOLVED:

That, effective January 29, 2025, the Board of Education approves the changes to the signing authority for the Educational Trust Fund Account as presented in Appendix 'A',

And

That, effective January 29, 2025, the Board of Education approves the changes to the signing authority for the Operating Bank Account as presented in Appendix 'B'.

Appendixes 'A' and 'B' are attached.

Yours truly,

Jesse Guy
Secretary Treasurer

Dawn Sawchuk
Accounting

APPENDIX ‘A’

Signing authority for the Educational Trust Fund Account #1015 455:
Effective January 29, 2025.

1. For amounts up to and including \$75,000:

Jill Jensen, Chief Executive Officer; or
Boe Beardsmore, Associate Superintendent

with

Jesse Guy, Secretary Treasurer, or
Lori Deacon, Director of Corporate Services

2. For amounts over \$75,000:

Jesse Guy, Secretary Treasurer, or
Jill Jensen, Chief Executive Officer

with

Chaya Katrensky, Board Chair, or
Rob Pingle, Trustee

APPENDIX 'B'

Signing authority for the Operating Bank Account #1003 104:
Effective January 29, 2025.

1. For amounts up to and including \$75,000:

Jill Jensen, Chief Executive Officer; or
Boe Beardsmore, Associate Superintendent

with

Jesse Guy, Secretary Treasurer, or
Lori Deacon, Director of Corporate Services

*Except for Receiver General, Payroll Deductions, Utilities, Corporate Card
Monthly District payment, and yearly contracts signed or approved by the Board
on behalf of the Board.
(When signing authorities for amounts over \$75,000 apply).*

2. For amounts over \$75,000:

Jesse Guy, Secretary Treasurer, or
Jill Jensen, Chief Executive Officer,

with

Chaya Katrensky, Board Chair, or
Rob Pingle, Trustee



GULF ISLANDS
SCHOOL
DISTRICT 64

**School District 64 - Educational Programs Annual Review
Phase 2, Inaugural Year, 2024-25**

School District No.64 (Gulf Islands)

Educational Program Review Description

The Gulf Islands School District offers a variety of programs for students across the district. To ensure these programs are meeting the evolving needs of students and aligning with the Board's strategic priorities—both educational and financial—the district will conduct an inaugural review. This will be followed by an annual review and reporting process for each program in the future. The programs identified for this initial review are: Gulf Island International Program (GIIP), Saturna Ecological Education Program (SEEC), Late French Immersion, Gulf Island School for the Performing Arts (GISPA), and Trades Awareness, Skills & Knowledge (TASK).

The inaugural review will provide a comprehensive evaluation, focusing on the program's original purpose, its current state, its alignment with the district's strategic goals, and whether it should continue in its current form. Each year thereafter, a program supervisor will submit an annual assessment report to senior management, offering valuable insights for decision-making and communications.

The 2024 inaugural review will be conducted in phases. Program supervisors will collect data and respond to the attached report, which will be presented to the Committee of the Whole and subsequently to the Board at the November Public Meeting. In future phases, review findings will be discussed at the Education Committee prior to the Public Board Meeting, provided the committee's schedule aligns with the review process. Phase 1, which occurred in the fall 2024, and reviewed SEEC and GIIP. Phase 2 will review French Immersion and TASK. Phase 3 is expected to occur in the fall of 2025 and will cover GISPA.

Educational Program Review | Phase 2 Timeline

French Immersion

Trades Awareness, Skills & Knowledge (TASK)

January and April Timeline 2025

- **January 29, 2025:** School District 64 - Educational Programs Phase 2 report and plan provided to Board
- **February 3-28, 2025:** Distribute the review templates to program coordinators and principals.
- Hold sessions to explain the review process and provide guidance on completing the forms.
- First reminder sent to program coordinators and principals to start gathering evidence and begin filling out the review forms.

March 2025

- **March 15, 2025:** Mid-point check-in with program coordinators and principals to address any questions or concerns.
- **March 28, 2025:** Completion date for program coordinators and principals to submit review forms.
- **April 12, 2025:** Follow-up with any programs needing additional information or clarification.
- Prepare draft reports summarizing the findings from the reviews.
- Review draft reports with school district leadership and program coordinators for feedback.
- Distribute final reports to relevant users, including school board members, program coordinators, and principals.
- **April 23, 2025:** Committee of the Whole, information presented.

May 2025

- **May 14, 2025:** brought to the Public Meeting for review through Committee of the Whole in committee report meeting agenda section, decision making and any motions that could be required.

The remaining Review Phase will be initiated in Fall 2025.

Program Name: **French Immersion**

1. Program Overview

- (a) What is the purpose and primary goal of the program?
- (b) Why was this program initially started by the district and is that need still relevant?
- (c) How is the program aligned with the district's strategic priorities?
- (d) What are the specific outcomes the program aims to achieve?
- (e) Where is the program located?

2. Demographics

- (a) How many students does the program serve?
- (b) What is the greatest number of students the program can responsibly enroll?
- (c) What grades/age does the program serve?
- (d) What student populations does the program serve?

3. Program Implementation

- (a) How is the program currently being implemented across the district?
- (b) What resources (staff, materials, technology) are allocated to the program?
- (c) What professional development and training are provided to staff involved in the program?
- (d) Are there clear roles and responsibilities for staff within the program?

4. Student Impact and Outcomes

- (a) How are students selected or referred to the program?
- (b) What metrics are used to assess student progress and success within the program?
- (c) Are there notable improvements in student performance, behavior, or engagement as a result of the program?
- (d) How does the program address the diverse needs of students (e.g., inclusive education, English language learners)?

5. Program Effectiveness

- (a) What evidence exists to demonstrate the effectiveness of the program?
- (b) Are there any gaps or areas of improvement identified in the program's outcomes?
- (c) How does the program compare to similar programs in other districts?
- (d) What feedback have students, parents, and staff provided about the program?

6. Equity and Inclusion

- (a) How does the program promote equity and inclusion among all students?
- (b) Are there any barriers that prevent certain student groups from accessing the program?
- (c) How is cultural competence integrated into the program's design and implementation?

7. Resource Allocation

- (a) Is the program fiscally self-supporting for direct costs and district shared costs?
- (b) Are there alternative resources or methods that could achieve the same or better results?
- (c) How is funding for the program sourced, and is it sustainable?
- (d) What are the main expenses of the program?

8. Program Sustainability and Improvement

- (a) What are the long-term plans for the program's growth or expansion?
- (b) What challenges or obstacles does the program currently face?
- (c) What opportunities exist to improve the program in the next school year?
- (d) How is the program's effectiveness monitored and evaluated over time?

9. Engagement

- (a) How are parents and the community involved in the program?
- (b) How are program results communicated?
- (c) What partnerships or collaborations support the program?

10. French Immersion Program Specific Questions

- (a) How has French Immersion enhanced students' knowledge of diversity and anti-oppression work this year?
- (b) What culturally relevant practices or resources have been incorporated to support students' learning about Indigenous local rights holders and their language, culture and history of the Straights People in French Immersion?

If there is any additional information you would like to highlight in your report that hasn't been addressed in the questions, or that you believe warrants further discussion? Please include it here.

Program Name: **Trades Awareness, Skills & Knowledge (TASK)**

1. Program Overview

- (a) What is the purpose and primary goal of the program?
- (b) Why was this program initially started by the district and is that need still relevant?
- (c) How is the program aligned with the district's strategic priorities?
- (d) What are the specific outcomes the program aims to achieve?
- (e) Where is the program located?

2. Demographics

- (a) How many students does the program serve?
- (b) What is the greatest number of students the program can responsibly enroll?
- (c) What grades/age does the program serve?
- (d) What student populations does the program serve?

3. Program Implementation

- (a) How is the program currently being implemented across the district?
- (b) What resources (staff, materials, technology) are allocated to the program?
- (c) What professional development and training are provided to staff involved in the program?
- (d) Are there clear roles and responsibilities for staff within the program?

4. Student Impact and Outcomes

- (a) How are students selected or referred to the program?
- (b) What metrics are used to assess student progress and success within the program?
- (c) Are there notable improvements in student performance, behavior, or engagement as a result of the program?
- (d) How does the program address the diverse needs of students (e.g., inclusive education, English language learners)?

5. Program Effectiveness

- (a) What evidence exists to demonstrate the effectiveness of the program?
- (b) Are there any gaps or areas of improvement identified in the program's outcomes?
- (c) How does the program compare to similar programs in other districts?
- (d) What feedback have students, parents, and staff provided about the program?

6. Equity and Inclusion

- (a) How does the program promote equity and inclusion among all students?
- (b) Are there any barriers that prevent certain student groups from accessing the program?

- (c) How is cultural competence integrated into the program's design and implementation?

7. Resource Allocation

- (a) Is the program fiscally self-supporting for direct costs and district shared costs?
(b) Are there alternative resources or methods that could achieve the same or better results?
(c) How is funding for the program sourced, and is it sustainable?
(d) What are the main expenses of the program?

8. Program Sustainability and Improvement

- (a) What are the long-term plans for the program's growth or expansion?
(b) What challenges or obstacles does the program currently face?
(c) What opportunities exist to improve the program in the next school year?
(d) How is the program's effectiveness monitored and evaluated over time?

9. Engagement

- (d) How are parents and the community involved in the program?
(e) How are program results communicated?
What partnerships or collaborations support the program?

10. Trades Awareness, Skills & Knowledge (TASK) Program Specific Questions

- (a) How has the TASK enhanced students' sense of wellbeing, proficiency with hands on fabrication, and life perspective?
(b) How does TASK students' learning impact the larger community?

If there is any additional information you would like to highlight in your report that hasn't been addressed in the questions, or that you believe warrants further discussion? Please include it here.



Summary Finance, Audit, and Facilities Committee – SD 64 (Gulf Islands)

In attendance

Committee: Rob Pingle (committee chair), Jeannine Georgeson, Greg Lucas, Chaya Katrensky (board chair, ex-officio)

Trustees: Deborah Luporini, Chaya Katrensky, Nancy Macdonald

Staff: Jill Jensen (superintendent of schools), Jesse Guy (secretary treasurer), Boe Beardsmore (associate superintendent), Lyall Ruehlen (director of instruction), Lori Deacon (director of corporate services)

Guests: Ian Mitchell (GITA), Angela Thomas (CUPE)

Regrets: Adrian Pendergast (GIVPA)

The meeting was called to order at 11:10 p.m. by Committee Chair Rob Pingle. Chair Pingle acknowledged that this meeting is held on the territories of the Hul'qumi'num and SENĆOŦEN speaking peoples – huy tseep q'u.

1. Adoption of Agenda

Adoption of agenda by consensus.

2. Approval of Summary

Adoption of the May 8, 2024 and 2024 06 19 pre-audit FAF summaries by consensus. Correction to spelling of Chaya Katrensky.

3. New Business

a. Draft FAF Committee Terms of Reference

The terms of reference were drafted to reflect the same structure as the other standing committee terms of reference.

Action: That the draft Terms of Reference be brought to the January 29 public meeting of the Board for consideration of adoption.

b. Draft Amended Budget Discussion

Jesse provided an update on the amended budget process, noting the delay in receiving updated revenue numbers from the Ministry. Labour settlement funding was not sufficient to meet the actual increases to all employee groups. Savings will need to come from one-time investment spending. The committee discussed the impact of the delay and the plan to have a draft budget ready for review at the February 12th FAF committee meeting.

c. Annual Audit Contract Renewal Discussion



Jesse and the trustees discussed the renewal of the services contract for audit of the Board's financial statements. They considered the benefits of a multi-year contract and the likely need to follow the BC bid process due to the contract's potential value.

Action: Secretary Treasurer will begin the bid process for a five-year service contract to procure auditors.

d. Water Taxi Surveillance

Item brought forward from the last FAF meeting. Trustee Georgeson raised concerns about student behavior on the water taxi and suggested the need for surveillance or supervision. The committee discussed the importance of student leadership, behavior management and expectations, the complexities of implementing surveillance, and implications around privacy management.

Action: Staff will follow up on the issue from an operational perspective and bring back to a future meeting for further discussion.

4. Other Business

5. Next Meeting: February 12, 2025, Microsoft Teams

6. Adjournment: 11:58 a.m.



Summary
Policy Committee – SD 64 (Gulf Islands)
November 27, 2024 | 9:30 am

In attendance:

Committee: Deborah Luporini (committee chair), Tisha Boulter, Chaya Katrensky (chair, ex-officio)

Trustees: Jeannine Georgeson (trustee), Greg Lucas (trustee), Nancy Macdonald (trustee)

Staff: Jill Jensen (superintendent), Jesse Guy (secretary-treasurer), Boe Beardsmore (associate superintendent), Lori Deacon (director of corporate services), Anna Szul (executive assistant)

Guests: Candice Arthur (DPAC), Katherine Hazen (DPAC), Ian Mitchell (GITA), Angela Thomas (CUPE)

Regrets: Rob Pingle (committee member), Lyall Ruehlen (director of instruction), Adrian Pendergast (GIPVPA)

The meeting was called to order at 9:30 a.m. by Committee Chair Luporini. Chair Luporini acknowledged that this meeting is held on the traditional territories of the Coast Salish peoples. – huy tseep q'u.

1. Adoption of Agenda

Adoption of agenda as presented by consensus.

2. Approval of Summary

Summary for the October 30, 2024, Policy Committee Meeting adopted by consensus.

3. Policy Section

Jill Jensen provided an overview of the policy overhaul process, noting that the board engaged the expertise of Anne Cooper to support this initiative. To ensure policies remain relevant and effective, a comprehensive review is underway. Once completed, a regular review cycle will be established to maintain alignment with current needs and legislative requirements.

Policies remain in place when they provide consistent and effective governance, support decision-making, maintain standards, and align with strategic goals. Policies are updated in response to legislative changes, emergent issues, or when improved governance requires adjustment (e.g., roles of the Chair and Vice-Chair, board meeting procedures). Policies are repealed when they are outdated, redundant, misaligned with laws or goals, or offer no substantive guidance.

Operational matters are best addressed through Administrative Practices (APs). APs allow for greater flexibility and adaptability, enabling staff to manage procedures effectively. They provide clear and consistent guidance ensuring district-wide alignment while allowing adjustments as operational needs evolve.

(a) Policy Renovation Project Overview

Lori Deacon provided an overview of the timelines, noting that the majority of the work being undertaken with Anne Cooper is expected to be completed by the end of the school year.



Chaya Katrensky emphasized the value of including associated Administrative Procedures alongside policies under review when possible.

(b) Section 3 Update

i. Policy 400 Student Behaviour and Discipline / AP L4 Student Behaviour and Discipline

The AP incorporates most of the language found in the current policy, includes clear expectations of student behaviour, and outlines process for suspension from school and transportation services.

Parents who have questions regarding an administrative practice, should speak with their school principal.

Action: The Policy Committee recommends Policy 400 Student Behaviour and Discipline go to the January 15, 2025, Board Meeting for repeal.

(c) Policies and Procedures to be Repealed

i. 4.30 Severe Allergic Reaction (to replace Policy 3150 Severe Allergies/Anaphylaxis)

This policy is mandated through Ministerial Order and will have a supporting administrative practice.

Action: The Policy Committee recommends that Policy 4.30 Severe Allergic Reaction will be moved to the January 15, 2025, for approval.

ii. 4.40 Provision of Menstrual Products (to replace 4270 Provision of Menstrual Products to Students)

This policy is mandated by legislation, and an administrative practice will be published in advance of the January Board meeting.

Action: The Policy Committee recommends that 4.40 Provision of Menstrual Products will be moved to the January 15, 2025, for approval.

iii. 4.50 Video Surveillance (to replace Policy 3650 Monitoring for the Safety and Security of People and Property)

Staff have drafted a comprehensive Administrative Practice to accompany the policy. It is important to note that no video surveillance is in place on water taxis.

Action: Add Water taxi surveillance to the next FAF committee meeting agenda.

Action: The Policy Committee recommends that 4.50 Video Surveillance will be moved to the January 15, 2025, for approval.

4. Other Business / Business Arising



5. Next Meeting: January 29, 2025, Microsoft Teams

6. Adjournment: 10:32 a.m.



Summary
Policy Committee – SD 64 (Gulf Islands)
January 15, 2025 | 9:30 am

In attendance:

Committee: Deborah Luporini (committee chair), Tisha Boulter, Rob Pingle, Chaya Katrensky (chair, ex-officio)
Trustees: Jeannine Georgeson (trustee), Greg Lucas (trustee), Nancy Macdonald (trustee)
Staff: Jill Jensen (superintendent), Jesse Guy (secretary-treasurer), Boe Beardsmore (associate superintendent),
Lyall Ruehlen (director of instruction), Lori Deacon (director of corporate services)
Guests: Adrian Pendergast (GIPVA), Ian Mitchell (GITA), Angela Thomas (CUPE)
Regrets:

The meeting was called to order at 9:56 a.m. by Committee Chair Luporini. Chair Luporini acknowledged that this meeting is held on the traditional territories of the Coast Salish peoples. – huy tseep q'u.

1. Adoption of Agenda

Adoption of agenda as presented by consensus.

2. Approval of Summary

Summary for the November 27, 2024 Policy Committee Meeting adopted by consensus. It was noted that the January Board meeting date indicated in the summary as January 15, 2025 has since changed to January 29th.

3. Policy Section

(a) Policy Renovation Project Overview, Section 4.0

Chair Luporini provided an overview of Section 4.0 Health and Safety. Policies and procedures being considered today will conclude the committee's work in this section.

(b) Section 4 Draft Renovated Policies

i. *4.10 Healthy and Safe Environments (to replace Policy 300 Health and Safety)*

Policy has been renovated to be clear and concise. Trustees discussed whether there is a need for this policy.

Action: The Policy Committee recommends Policy 4.10 Healthy and Safe Environments be brought to the January 29, 2025 Board Meeting for approval and replacement of current policy 300.

ii. *4.20 Student Physical Restraint and Seclusion in Emergency Circumstances (to replace policy and procedure 402).*

Boe Beardsmore presented an overview of the draft. This policy has been moved appropriately from the student policy section to the health and safety section and provides clear language as to



what physical restraint and seclusion is and what it is not, as well as clear expectations that seclusion and restraint are only used in emergency circumstances, and where student and staff health and safety is at risk. While not required by legislation, the policy is helpful for staff to know the board's recognition of safety standards and procedures. Boe Beardsmore highlighted the training provided to district staff on nonviolent crisis intervention.

Amendments to pare the policy down to retain the first three paragraphs, change “rarely necessary” to “used only as a last resort”, and include a statement requiring an annual report to the board and move the rest to an administrative practice

Action: Policy Committee recommends the amended Policy 4.20 be brought to the January 29, 2025 Board Meeting for Notice of Motion and circulation (replace current policy and repeal procedure 402 once approved). Staff will publish a supporting Administrative Practice for the amended policy.

(c) Emergency Response Plan

Jill Jensen briefed the committee on staff’s work to update and centralize emergency procedures and protocols. A comprehensive manual will be compiled to include quick reference guides and checklists for site-based staff to ensure clear guidance during an emergency and would replace the following emergency response policies and procedures:

- Procedure 3050 Emergency Management and Response
- Form 3050-1 Student Release - Information Form
- Form 3050-2 Student Release – Action Form
- Procedure 3051 Fire Management and Response
- Procedure 3052 Earthquake Management and Response
- Policy and Procedure 3056 Unwelcome Visitors/Intruders

Action: The Policy Committee recommends the above policies and procedures be brought to the Board for consideration of repeal at such time as the Emergency Response Plan Manual is ready for publication.

(d) Policies and Procedures to be Repealed in Favour of Administrative Practices

- i. *Procedure 3053 Critical Incident Management and Response*
Procedures are already contained with AP S2 Critical Student Incidents.
- ii. *Policy and Procedure 3054 Search and Seizure*
This policy and procedure will be replaced by AP S8 Search and Seizure
- iii. *Policy and Procedure 3055 Weapons and Dangerous Objects*
The probable cause language in the procedures is now contained with AP S6 Search and Seizure.
The rest covered in APS2 Critical Student Incidents.
- iv. *Policy and Procedure 3060 Emergency School Closures*
This policy and procedure will be replaced by AP F1 Unscheduled School Closures
- v. *Policy and Procedure 3100 Intoxicating and Controlled Substances*
This policy and procedure will be replaced by AP F2 Intoxicating and Controlled Substances



- vi. *Procedure 3150 Severe Allergies / Anaphylaxis (and form 3150-1)*
These procedures will be replaced by AP S7 Severe Allergic Reaction
- vii. *Procedure 3650 Monitoring for the Safety and Security of People and Property*
This procedure will be replaced by AP I12 Video Surveillance
- viii. *Policy and Procedure 4250 Student Medical Care Plan and Medication (and forms -1,-2,-3,-4)*
This policy and procedure will be replaced by AP S6 Student Medical Care Plan and Medication.

Action: The Policy Committee recommends Policies and Procedures above (items d.i - d.viii) be brought to the January 29, 2025 public meeting for the Board's consideration to repeal in favour of an Administrative Practices.

- ix. *Policy and Procedure 3550 First Aid and Accident Reports*
- x. *Policy and Procedure 4260 Student Illness/Injury*

Action: The Policy Committee recommends Policies/Procedures 3550 and 4260 be brought to the Board for consideration of repeal at such time as Administrative Practices are ready to be published to replace them.

(e) Policies and Procedures to be Repealed Outright

These policies and procedures have been identified for repeal. Specifically, items i. to v. contain little guidance or relevant language outside of what is being considered already in the associated procedure. Items vi. to viii. are not necessary and are not being used to guide district operations. Other authorities provide clear guidance for school districts around management and control of communicable diseases, pests, and headlice. In the future, if a need for district-specific guidance is identified, staff can quickly publish an administrative practice to address the need.

- i. *Policy 303 Accident Prevention and Safety Procedures*
- ii. *Policy 3050 Emergency Management and Response*
- iii. *Policy 3051 Fire Management and Response*
- iv. *Policy 3052 Earthquake Management and Response*
- v. *Policy 3053 Critical Incident Management and Response*
- vi. *Policy and Procedure 3120 Communicable Diseases*
- vii. *Policy and Procedure 3700 School Pest Management*
- viii. *Policy 3850 Pediculosis (Head Lice)*

Action: The Policy Committee recommends that the Policies and Procedures above be brought to the January 29, 2025 meeting for the Board's consideration to repeal.

4. Other Business / Business Arising

5. Next Meeting: February 12, 2025, Microsoft Teams

6. Adjournment: 10:58 a.m.



Briefing Note

Title: Policy Committee – Recommendations to the Board

Date: January 29, 2025

From: Lori Deacon, Director of Corporate Services

Audience: Public

Purpose

The Board of Education continues its work to review and renovate its policy manual. A summary is provided in this brief to provide context and understanding to the Policy Committee Report items on the January 29 Board Meeting agenda and the recommendations from the Policy Committee.

Recommendation

Motions have been provided in the public meeting agenda and come to the Board as recommendation from the Policy Committee.

Background

Outstanding items:

i. *Policy 400 Student Behaviour and Discipline*

This policy was received at the November 13, 2024 public meeting for consideration of repeal and returned to the Policy Committee for further discussion. The language in this policy is operational in nature and is better placed under the authority of the Superintendent. A guiding Administrative Practice has been published - AP L4 [Student Behaviour and Discipline](#) to support. After further discussion in committee, the Policy Committee maintains its recommendation that this policy be repealed.

ii. *Policy 2.10 Inclusive and Respectful Environments; and*

iii. *Policy 2.20 Sexual Identity, Gender Diversity, and Gender Expression*

A Notice of Motion to adopt these two policies was presented at the October public meeting and were circulated for feedback October 11, 2024. Additional feedback was received after the Board package was published for the November public meeting. The additional feedback has been summarized and attached to this report. Further amendments have since been made to these policies for the Board's consideration of adoption. Amendments include the addition of definitions (Constructive and Restorative Practices added to 2.10, and Intersectionality added to 2.20). Once adopted, current Policy 200 Learning and Working Environments, Policy/Procedure 210 Codes of Conduct, Policy 212 Violence and Harassment-Free District, and Policy/Procedure 215 Diversity would be repealed.



- iv. *3.10 Indigenous Education (replaces Policy 530 Aboriginal Education);*
- v. *3.20 Catchment Areas (replaces Policy 525 Residential Catchment Areas); and*
- vi. *3.40 District Specialty Programs (new policy)*

Notice of Motions to approve these policies were presented at the November public meeting and the policies were circulated for Feedback on November 15, 2024. No feedback was received. On the agenda for approval of amendments and renumbering/adoption.

- vii. *3.30 Fee Paying Students*

This policy was presented to the Board at the November 13, 2025 public meeting. At that meeting, the Board made the decision to cease operations of the Gulf Islands International Program. Staff have since amended the draft policy to reflect the upcoming changes to district processes around international and fee-paying student enrolment. The policy is again being presented to the Board for Notice of Motion and circulation for feedback. The Board would then consider feedback and adoption of the policy at the February 26, 2025 public meeting. Once adopted, the current Policy 5350 International Education would be repealed.

- viii. *4.30 Severe Allergic Reaction (replaces Policy 3150 Severe Allergies/Anaphylaxis)*
- ix. *4.40 Provision of Menstrual Products (replaces Policy 4270 Provision of Menstrual Products)*
- x. *4.50 Video Surveillance (replaces Policy 3650 Safety and Security of People and Property)*
- xi. *4.10 Healthy and Safe Environments (replaces Policy Health and Safety)*

These policies have been updated as part of the Board's policy renovation. The Policy committee is recommending the Board approve the amendments and renumbering to fit the new policy numbering system. In addition, [AP S5 Provision of Menstrual Products](#) has been published outlining district processes relating to Policy 4.40.

- xii. *4.20 Student Physical Restraint and Seclusion in Emergency Circumstances (replaces current policy 402 Student Physical Restraint and Seclusion)*

The current policy 402 sits in the Student section of the policy manual. It has been renovated and moved more appropriately into the Health and Safety section of the new numbering system. The Policy committee has made amendments to include reference of use as a last resort and requirement for annual report to the Board, and to remove operational processes from the policy (to be published as Administrative Practice [AP S9 Physical Restraint and Seclusion in Emergency Circumstances](#)). The Policy Committee is recommending that the Board present a Notice of Motion to approve amendments and renumbering and circulate the draft Policy for feedback. The Board would consider feedback and adoption at the February 26, 2025, public meeting. Once approved the Board would repeal Procedure 402 Student Physical Restraint and Seclusion in favour of the Administrative Practice.



xiii. Policies and Procedures to be Repealed in Favour of Administrative Practices

As part of the Board's policy renovation, a number of policies and procedures related to Health and Safety have been identified as operational in nature. The Policy Committee recommends the following be repealed in favour of APs:

- Procedure 3053 Critical Incident Management and Response – replaced by [AP S2 Student Critical Incidents](#))
- Policy/ Procedure 3054 Search and Seizure – replaced by [AP S8 Search and Seizure](#)
- Policy/ Procedure 3055 Weapons and Dangerous Objects – replaced by [AP S2 Student Critical Incidents](#) and [AP S8 Search and Seizure](#)
- Policy/ Procedure 3060 Emergency School Closures – replaced by [AP F1 Unscheduled School Closures](#)
- Policy/Procedure 3100 Intoxicating and Controlled Substances – replaced by [AP F2 Intoxicating and Controlled Substances](#)
- Procedure 3150 Severe Allergies/Anaphylaxis (and form 3150-1) – replaced by [AP S7 Severe Allergic Reaction](#)
- Procedure 3650 Monitoring for the Safety and Security of People and Property – replaced by [AP I12 Video Surveillance](#)
- Policy/ Procedure 4250 Student Medical Care Plan and Medication) and forms -1,-2,-3,-4) – replaced by [AP S6 Student Medical Care Plan and Medication](#)

xiv. Policies and Procedures to be Repealed Outright

As part of the Board's policy renovation, a number of policies and procedures have been identified related to Health and Safety that contain little guidance or relevant language. The Policy Committee is recommending the following policies and procedures be repealed:

- Policy 303 Accident Prevention and Safety Procedures
- Policy 3050 Emergency Management and Response
- Policy 3051 Fire Management and Response
- Policy 3052 Earthquake Management and Response
- Policy 3053 Critical Incident Management and Response
- Policy and Procedure 3120 Communicable Diseases
- Policy and Procedure 3700 School Pest Management
- Policy 3850 Pediculosis (Head Lice)

Island Health Authority and Worksafe BC provide districts with extensive guidance around communicable diseases/parasites and pest management. If it is determined later that district-specific guidance is needed in a given area of operations, staff can quickly address the issue and publish an administrative practice to support.

Attachments/Links

- feedback summary

Summary of Feedback (Draft Policies in Circulation)

Draft Policy 2.10 Inclusive and Respectful Environments	
Feedback Summary	Response
What is meant by “constructive and restorative”, who does this work? A definition is necessary to explain more succinctly if policy is to work.	Included definitions of constructive and restorative practices

Draft Policy 2.20 Sexual Identity, Gender Diversity and Gender Expression	
Feedback Summary	Response
Request acknowledgement of Intersectionality within the 2SLGBTQI+ community	Add definition and language to policy.
Who are the intended “advisory bodies” and how is the working with those bodies and community?	Positive feedback received from Diversity working group regarding current draft policy language. Intentional absence of specific list so as not to limit advocacy for/from 2SLGBTQI+ community
Lacks procedures for addressing bullying and harassment	Reference AP S2 Student Critical Incidents Reference School Codes of Conduct Reference AP Student Behaviour and Discipline
Current Policy 215 Diversity is superior to draft 2.20 Sexual Identity, Gender Diversity, and Gender Expression (2.20 is too narrow)	Policy review was a highly collaborative processes through the Diversity Policy Working Committee.



2.10 Inclusive and Respectful Environments

The Board of Education is committed to creating inclusive learning and working environments where safety, security and mutual respect is paramount.

The Board recognizes and celebrates the diversity of the community it serves and believes that each individual contributes to the richness of the District culture. The Board seeks to ensure that everyone has equitable access to opportunities and resources to make meaningful contributions to the district.

The Board believes everyone has a role to play in promoting a district free of violence and harassment.

Healthy schools require that the relationships between the adults involved in the education of children (employees, parents, and members of the public having contact with schools) are governed by courtesy, respect, and consideration. The Board expects that interactions between its students, employees, parents, and the public at large are marked on all sides by respect and consideration.

The Board expects the relations between employees and all those they come in contact with to be free from any behaviour that can be identified as being violent, discriminating, harassing, or intimidating in nature. Such behaviour is unacceptable and will not be tolerated.

Definitions

Constructive practice emphasizes proactive strategies to build positive relationships and a supportive learning environment.

Restorative practice addresses conflicts by involving all parties to repair harm and restore community.

Both approaches aim to create an inclusive and respectful school atmosphere



Guidelines

1. Principals will establish codes of conduct in accordance with provincial guidelines that will describe the kinds of behaviour generally expected of students, staff, parents and community members working together in school learning and working environments, and in situations where they are representing the District and school communities.
2. Violence in any of its forms is neither acceptable nor tolerated in the learning and working environments of the District.
3. Reasonable actions taken by a person in a supervisory role (for example, a school principal, teacher, or workplace supervisor) are not, when consistent with the expectations placed on a person in that role, acts of harassment in any of its forms.
4. Expressing differences of opinion, offering constructive feedback, guidance, or advice about behaviour and performance, and making a legitimate complaint about someone's conduct through established procedures does not, when done respectfully and within the role expectations placed upon a person doing so, constitute bullying/cyberbullying, or harassment.
5. The District endorses the use of constructive, restorative means to resolve conflicts by encouraging and supporting positive role modeling and leadership among students and employees.



Policy 2.20 Sexual Identity, Gender Diversity and Gender Expression

The Board of Education acknowledges that Canadian Laws protect the most basic human rights of 2 spirit, Lesbian, Gay, Bisexual, Transgender, Queer, and Intersex people (2SLGBTQI+), however, inclusive and affirming attitudes and behaviours towards the sexual and gender diverse (SGD) population have not kept pace (are lagging, in some instances). Therefore, this policy outlines the Board's commitment to ensuring and protecting the human rights of 2SLGBTQI+ people.

In keeping with the BC Human Rights Code, the Board accepts its responsibility to work with parents and community to help promote and sustain a discrimination-free society in which sexual Identity, gender diversity and gender expression is respected and supported. Accordingly, the Board commits to working with everyone in the school district to promote and sustain learning and working environments that:

- promote acceptance and understanding;
- give voice to all members of the school community;
- welcome individuals and groups, include them, help them to feel safe and free from violence, bullying harassment and discrimination, and treat them with respect and dignity; and
- ensure equitable access to and equitable participation in quality education for all students.

Definition

Intersectionality: a framework that recognizes how various aspects of a person's identity, such as gender, race, sexuality, age, and ability, intersect to create unique experiences of discrimination and privilege.

The Board recognizes the challenges and multiple layers of discrimination and marginalization that 2SLGBTQI+ individuals face and understands the importance of intersectionality in its efforts to create more inclusive and supportive learning environments for all.

Legislative References: *School Act* Sections 6(1), 76, 85; *BC Human Right Code*, *Statement of Education Policy Order* 1280/89, *Provincial Standards for Codes of Conduct Order* (M276/07); *Canadian Charter of Rights and Freedoms*, and *Canadian Multiculturalism Act*

Collective Agreement References: Nil

Date of Adoption: May 8, 2019

Amended: Circulated for feedback Oct.11, 2024



Guiding Principles

- **CULTURE**
The Board is committed to and encourages a culture of inclusivity, safety and acceptance of sexual and gender diverse individuals.
- **CONFIDENTIALITY**
Students will have the right to the confidentiality of their sex, gender, and name.
- **INCLUSIVE LEARNING**
Classroom materials and activities will contain positive images and accurate information about sexual and/or gender diversity.
- **STAFF TRAINING**
All staff will be provided with knowledge and tools to develop a broad understanding of SOGI and the impact on students.
- **FACILITIES**
Individuals may choose to use washrooms and change rooms that match their gender identity, including non-gendered single-stall washrooms and change rooms.
- **SELF-IDENTIFICATION**
Students will have the right to self-identification, which includes the name by which they wish to be addressed and the pronouns that correspond to their gender identity.
- **INCLUSIVE ACTIVITIES**
Students will be included and accommodated for in activities regardless of their sexual orientation or gender identity, including support to set up a Gender-Sexuality Alliance/Gay-Straight Alliance or similar club.

Guidelines

1. School staffs are expected to work with their school communities and, by way of their codes of conduct, develop prevention and intervention strategies that address any

Legislative References: *School Act* Sections 6(1), 76, 85; *BC Human Right Code*, *Statement of Education Policy Order* 1280/89, *Provincial Standards for Codes of Conduct Order* (M276/07); *Canadian Charter of Rights and Freedoms*, and *Canadian Multiculturalism Act*

Collective Agreement References: Nil

Date of Adoption: May 8, 2019

Amended: Circulated for feedback Oct.11, 2024



language or behaviour that degrades, denigrates, labels, stereotypes, or incites violence, hatred, prejudice, discrimination towards, or harassment of others.

2. The Board will work closely with the 2SLGBTQI+ community (acting in an advisory capacity) to:
 - 2.1. review, implementation and further develop strategies to promote awareness and respect, and safe, caring and inclusive school environments;
 - 2.2. provide opportunities for school communities to increase awareness of the scope and impact of discrimination against the 2SLGBTQI+ community and to create an inclusive environment;
 - 2.3. support educational programs through the provision of age-appropriate resources and activities;
 - 2.4. in the regular course of reviewing policy, procedure, and other District documents, ensure that the language and imagery used is representative of the diversity in our community; and
 - 2.5. ensure that when schools are reporting on their effort to promote a violence-free District and support for diversity, they speak to matters of multi-culturalism, gender identity, gender expression, and sexual orientation.
3. The Board will continue to support and take advice from advisory bodies, as a way of further promoting diversity and equity.

Legislative References: *School Act* Sections 6(1), 76, 85; *BC Human Right Code*, *Statement of Education Policy Order* 1280/89, *Provincial Standards for Codes of Conduct Order* (M276/07); *Canadian Charter of Rights and Freedoms*, and *Canadian Multiculturalism Act*

Collective Agreement References: Nil

Date of Adoption: May 8, 2019

Amended: Circulated for feedback Oct.11, 2024



Policy 3.10 Indigenous Education

The Board is committed to the principles in the Canadian *United Nations Declaration on the Rights of Indigenous Peoples Act*, the British Columbia *Declaration Act*, and the Truth and Reconciliation Commission of Canada: Calls to Action.

Accordingly, the Board set several mutually reinforcing goals for Indigenous education:

1. improving school success for all Indigenous students;
2. including the voice of Indigenous people and integrating Indigenous perspectives into all aspects of the education system;
3. increasing the presence of Indigenous languages, cultures, and histories in provincial curriculum;
4. ensuring that all learners have opportunities to understand and respect their own cultural heritages as well as those of others.

In support of the Ministry of Education and Child Care's goals for Indigenous education, the School District No. 64 Board of Education commits to:

5. developing and delivering authentic, meaningful programs that help all students learn about Indigenous peoples and their historical and contemporary cultures;
6. understanding the impacts of colonization;
7. supporting teachers in their efforts to bring Indigenous knowledge and perspectives into their teaching practice;
8. supporting an Indigenous Education Council in accordance with the *School Act*.



Policy 3.20 Catchment Areas

The Board of Education supports students attending school in their catchment area, commonly known as neighbourhood schools, in order to sustain local school populations and maintain vibrancy in our schools and communities.

The catchment areas for Gulf Islands School District schools are defined as follows:

1. Galiano Community School, Grades K-7, for students who live on Galiano Island.
2. Saturna Island Elementary Secondary School, Grades K-5, for students who live on Saturna Island; school of attendance for Grades 10-12 students district-wide enrolled in Saturna Ecological Education Centre.
3. Mayne Island School, Grades K-7, for students who live on Mayne Island.
4. Pender Islands School, Grades K-12, for students who live on Pender Island. It is also the school of attendance for:
 - i. Grades 6-9 for students who live on Saturna Island
 - ii. Grades 8-9 for students who live on Mayne and Galiano Islands
 - iii. Grades 10-12 as a school of choice for students district wide
5. Fulford Community Elementary School, Grades K-7, for students who live in the southern region of Salt Spring Island, including those who live on roads that empty onto Fulford Ganges Road, Horel Road, (the segment emptying onto Fulford Ganges Road) and south, Isabella Point Road and Beaver Point Road.
6. Salt Spring Elementary School, Grades K-7, for students who live in the central region of Salt Spring Island including those who live on roads that empty on to Fulford Ganges Road, north of Horel Road, Lower Ganges Road, south of Central, Long Harbour Road and Robinson Road as far north as Mansell Road. Saltspring Elementary School is also the school of attendance for Grade 6 and 7 students district-wide enrolled in French Immersion.
7. Fernwood Elementary School, Grades K-7, for students who live in the northern region of Salt Spring Island, including those who live on roads that empty onto Vesuvius Bay Road, Sunset Drive, North End Road, Walker Hook Road and Upper Ganges Road.



8. Gulf Islands Secondary School, Grades 8-9 for students who live on Salt Spring Island. Gulf Islands Secondary School is a school of choice for Grades 10-12 for students district-wide. Gulf Islands Secondary School is also the school of attendance for Grades 8-12 students district-wide enrolled in French Immersion.
9. 64GO, a District Online Learning school, Grades K-12, for students who live within the geographic area of the School District 64 catchment (resident of Galiano, Mayne, Pender, Saltspring, or Saturna Island).

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Policy 3.40 District Specialty Programs

The Board of Education seeks to provide many pathways for students to pursue and achieve desired outcomes. The Board supports the provision of District Specialty Programs which serve unique educational needs.

District Specialty Programs may be approved by the Board in accordance with the guidelines established.

Guidelines

1. District Specialty Programs will be assessed with the following criteria:
 - 1.1. The educational benefit of the program;
 - 1.2. The impact on existing programs and on enrollment at individual schools or across the District;
 - 1.3. The financial resources required to ensure successful implementation;
 - 1.4. The evidence of need or demand for this program;
 - 1.5. The degree to which the program reflects the goals of the Board and the Ministry of Education and Child Care;
 - 1.6. The availability of classroom space or other facilities and equipment required for the program;
 - 1.7. The availability of qualified staffing to ensure safe and successful implementation of the program;
 - 1.8. The impact on other service providers;
 - 1.9. The cost of the program to students and families.
2. For new District Specialty Programs moving forward in the process, feedback from partner groups will be solicited and considered.



3. The process for new District Specialty Program approval is as follows:
 - 3.1. Those individuals recommending the introduction of a District Specialty Program will discuss the program with the district staff who will advise them of the process for making application.
 - 3.2. District staff will review District Specialty Program proposals and consider the merit of the proposals, request additional information and/or clarification.
 - 3.3. The Superintendent will bring recommended proposals forward to the Board for approval.
4. Students and parents shall be given the opportunity of gaining sufficient program information to make informed choices.
5. Following initial approval, a District Specialty Program will be offered provided sufficient numbers of registrants make such offerings economically and educationally sound.



Policy 3.30 Fee Paying Students

The primary mandate of the Board of Education is the provision of educational programs and services for students who qualify as funded students as determined by the Ministry of Education and Child Care.

The Board will consider providing an educational program to fee paying students who have been granted appropriate temporary resident status by Citizenship and Immigration Canada.

In these cases, tuition fees will be established annually, based on the average educational funding per one Full-Time Equivalent (FTE) student. Tuition fees are payable in advance. The Superintendent shall establish administrative practices regarding the enrolment and placement of fee-paying students.



Policy 3.30 5350-Fee Paying Students International Education

Rationale:

The primary mandate of the Board of Education District is the provision of educational programs and services for students who qualify as funded students as determined by the Ministry of Education and Child Care.

The Board recognizes the opportunity presented through international student education to further global awareness, understanding, and respect of local Indigenous language, culture, history, worldviews, and perspectives.

The Board, through its International Student Program, will consider providing an educational program to fee paying students who have been granted appropriate temporary resident status by Citizenship and Immigration Canada.

The stated goals of the BC Ministry of Education's international education program are to: create a globally oriented education system in British Columbia; ensure that all students receive quality learning and life experiences; and maximize the benefits of international education—social, cultural and economic—for all British Columbia communities, families and businesses.

Policy:

In these cases, tuition fees will be established annually, based on the average educational funding per one Full-Time Equivalent (FTE) student. Tuition fees are payable in advance.

The Superintendent shall establish procedures administrative practices regarding the enrolment and placement of international fee-paying students in the District's International Student Program.

1.—The board supports the successful integration of international students into district schools, by way of “The Gulf Islands International Program” which:

1.1: limits enrolment from any one country;

1.2: caps overall program enrolment at 75 students.



~~2.—The rough Gulf Islands International Program provision of educational programs to international students predicated on adequate space, supports, and resources, the Board demonstrates its commitment to is committed to:~~

- ~~2.1. ethnic diversity and the synergy that results when young people from around the globe work together to create a better world;~~
- ~~2.2. providing resident students with quality school programs that broaden their perspectives by promoting global awareness and greater cultural understanding.;~~
- ~~2.3. promoting fostering greater diversity and understanding by enrolling students from different parts of the world;~~
- ~~2.4. embracing the ideals of the cultural mosaic that makes Canada unique in the world.;~~
- ~~2.5. offering programs tailored to the educational, social and emotional needs of International students, in the context of quality educational and cultural experiences provided to all;~~
- ~~—honouring principles of global awareness, cultural understanding, and personalized learning for the 21st century and beyond.;~~

~~1.—The Board recognizes the opportunity presented through international student education to further global awareness, understanding, and respect of local Indigenous language, culture, history, worldviews, and perspectives.~~



Policy 4.30 Severe Allergic Reaction

The Board of Education recognizes that it has a duty of care to students who are at risk from life-threatening allergic reactions while under school supervision. The Board also recognizes that this responsibility is shared among the student, parents, the school system and health care providers.

The purpose of this policy is to minimize the risk to students with severe allergies to potentially life-threatening allergens without depriving the severely allergic student of normal peer interactions or placing unreasonable restrictions on the activities of other students in the school.

While the Board cannot guarantee an allergen-free environment, the Board will take reasonable steps to provide an allergy-safe, allergy-aware and supportive environment for students with life-threatening allergies.

The Superintendent is responsible to develop Administrative Practices designed to ensure that:

- students at risk are identified,
- records are kept for each identified anaphylactic student,
- emergency procedure plans and education plans are established,
- strategies are in place to minimize the potential for accidental exposure,
- storage and medication administration processes are established
- staff and key volunteers are trained consistent with the Anaphylactic Framework
- processes are in place for principals to monitor and report information about anaphylactic incidents to the board in aggregate form

Principals are responsible for ensuring that schools create and maintain as safe, healthy, and inclusive an environment as possible for students who suffer from life-threatening allergies that can result in an anaphylactic reaction.

Definition

Anaphylaxis refers to a collection of severe allergies affecting multiple systems in the body. The most dangerous symptoms include breathing difficulties and a drop in blood pressure or shock, all of which are potentially fatal.



Policy ~~3150-4.30~~ Severe Allergic Reactions/Anaphylaxis

Rationale:

The Board of Education recognizes that it has a duty of care to students who are at risk from life-threatening allergic reactions while under school supervision. The Board also recognizes that this responsibility is shared among the student, parents, the school system and health care providers.

The purpose of this policy is to minimize the risk to students with severe allergies to potentially life-threatening allergens without depriving the severely allergic student of normal peer interactions or placing unreasonable restrictions on the activities of other students in the school.

While the Board cannot guarantee an allergen-free environment, the Board will take reasonable steps to provide an allergy-safe, allergy-aware and supportive environment for students with life-threatening allergies.

The Superintendent is responsible to develop Administrative Procedures/Practices designed to ensure that:

- students at risk are identified,
- records are kept for each identified anaphylactic student,
- emergency procedure plans and education plans are established,
- strategies are in place to minimize the potential for accidental exposure,
- storage and medication administration processes are established
- staff and key volunteers are trained consistent with the Anaphylactic Framework
- processes are in place for principals to monitor and report information about anaphylactic incidents to the board in aggregate form

Principals are responsible for ensuring that schools create and maintain as safe, healthy, and inclusive an environment as possible for students who suffer from life-threatening allergies that can result in an anaphylactic reaction.

Definition

Anaphylaxis refers to a collection of severe allergies affecting multiple systems in the body. The most dangerous symptoms include breathing difficulties and a drop in blood pressure or shock, all of which are potentially fatal.



~~"Anaphylaxis is a serious allergic reaction that is rapid in onset and can possibly be fatal. Food and insect stings are the most common allergens to trigger such a reaction. The highest incidence of anaphylaxis occurs in school-aged children, making it essential that schools have an anaphylactic safety plan."~~

Definitions:

- ~~1. **Anaphylaxis** refers to a collection of severe allergies affecting multiple systems in the body. The most dangerous symptoms include breathing difficulties and a drop in blood pressure or shock, all of which are potentially fatal.~~
- ~~2. Common examples of potential **allergens** include certain foods, animals, plants, insect stings, or a wide range of other substances, including scented products, cleaners, chemicals, and other materials affecting air quality.~~

~~This policy ensures that students at risk are identified, strategies are in place to minimize the potential for accidental exposure, and staff and key volunteers are trained to respond in an emergency situation.~~

~~The board authorizes the Superintendent of Schools to create and oversee implementation of all procedures and forms required under this Policy.~~

~~All schools in School District No. 64 must implement the steps outlined in school district procedures on anaphylaxis, which include:~~

- ~~1. a process for identifying anaphylactic students;~~
- ~~2. a process for keeping a record with information relating to the specific allergies for each identified anaphylactic student to form part of the student's Permanent Student Record;~~
- ~~3. a process for establishing an emergency procedure plan, to be reviewed annually, for each identified anaphylactic student to form part of the student's student record;~~
- ~~4. an education plan for anaphylactic students and their parents to encourage the use by anaphylactic students of Medic Alert identification;~~



- 5. ~~procedures for storage and administering medications, including procedures for obtaining preauthorization for employees to administer medication to an anaphylactic student; and~~
- 6. ~~a process for principals to monitor and report information about anaphylactic incidents to the board in aggregate form.~~



Policy 4.40 Provision of Menstrual Products

The Board of Education is committed to making menstrual products available to students of all gender identities or expressions who may require them, in a manner that protects student privacy.

The Board will provide for barrier free, easily accessible menstrual products at no cost to students in school washrooms and will consider student feedback with respect to the provision of menstrual products.

The Superintendent will establish Administrative Practices regarding the provision of menstrual products to students.



Policy ~~4270-4.40~~ Provision of Menstrual Products ~~to Students~~

Rationale:

The ~~School District No. 64~~ Board of Education is committed to ~~providing~~ making menstrual products available to students of all gender identities or expressions who may require them, in a manner that protects student privacy.

The Board will provide for barrier free, easily accessible menstrual products at no cost to students in school washrooms and will consider student feedback with respect to the provision of menstrual products.

The Superintendent will establish Administrative Practices regarding the provision of menstrual products ~~to students~~.

Policy:

~~The Board will:~~

- ~~a. — ensure menstrual products are made available to students of all gender identities or expressions in a manner that protects student privacy;~~
- ~~b. — provide for barrier free, easily accessible menstrual products at no cost to students;~~
- ~~c. — provide menstrual products in school washrooms; and,~~
- ~~d. — consider student feedback with respect to the provision of menstrual products.~~

~~School district staff will develop procedures regarding the provision of menstrual products to students.~~



Policy 4.50 Video Surveillance

For reasons of enhancing the safety of students, staff and others on school premises and maintaining, protecting and otherwise controlling and securing district property, the Board of Education authorizes the use of video surveillance equipment, where circumstances indicate that it supports these purposes.

The Board recognizes their responsibility to provide a learning and working environment for students, staff and others that recognizes the right to assemble and associate without undue intrusion on personal privacy balanced with commitment for the protection of District property and the property of others.

The use of video surveillance shall comply with all federal and provincial legislation and regulation. In no case, is video surveillance intended to monitor the work of employees.



Policy 3650-4.50 Monitoring for the Safety and Security of People and Property **Video Surveillance**

For reasons of enhancing the safety of students, staff and others on school premises and maintaining, protecting and otherwise controlling and securing district property, the ~~School District No. 64~~ Board of Education authorizes the use of video surveillance equipment ~~on district property~~, where circumstances ~~have shown that indicate that~~ it is ~~necessary supports for these purposes, and that the benefits outweigh the impact on the privacy of those observed.~~

~~The Board recognizes their responsibility to provide a learning and working environment for students, staff and others that recognizes the right to assemble and associate without undue intrusion on personal privacy balanced with commitment for the protection of District property and the property of others.~~

~~The board recognizes both its legal obligation to provide appropriate levels of supervision in the interests of student safety, and the fact that students have privacy rights, which are reduced but not eliminated while at school or participating in school functions wherever held.~~

~~The use of video surveillance shall comply with all federal and provincial legislation and regulation. In no case, is video surveillance intended to monitor the work of employees. Thus video surveillance, like other forms of supervision, must be carried out in a way that respects the privacy rights of students, staff and others. Recordings made are subject to the provisions of the Freedom of Information and Protection of Privacy Act (FIPPA).~~



Policy 4.10 Healthy and Safe Environments

The Board of Education recognizes the importance of healthy and safe learning and working environments.

The Board supports standards and practices that are in compliance with, but not limited to, legal and regulatory requirements, to prevent accidents, injury and ensure appropriate responses in emergency situations.

The Board supports partnering with other community agencies including fire, public health and police departments to:

- develop crisis-management procedures;
- conduct health, safety and security assessments;
- provide health-related services to students and staff; and
- make educational resources available to employees and classrooms.



Policy ~~300-4.10~~ 4.10 Healthy and Safe Environment~~sty~~

The ~~School District No. 64~~ Board of Education ~~believes~~ recognizes the importance of healthy and safe learning and working environments. that:

- ~~a. students are most likely to succeed when they are healthy and safe;~~
- ~~b. the effectiveness of its employees is the most important factor influencing the quality of education provided to district students, and that this depends on employee health and safety; and that~~
- ~~c. a fair, collaborative, inclusive and respectful workplace is a critical prerequisite to the Board's commitment to delivering high quality public education and cultivating a reputation of excellence.~~

~~Because the health, safety and welfare of all students and employees is of primary concern, the board commits to providing and sustaining healthy and safe learning and working environments.~~

~~Policy:~~

The Board ~~supports, in accordance with its overall policy on student and employee health and safety, has adopted and will support~~ standards, ~~procedures~~ and practices that are in compliance with, but not limited to, legal and regulatory requirements, ~~in order to adhere to Ministry of Education guidelines with respect to safe, caring and orderly schools;~~ prevent accidents, ~~and injury~~ and; ensure appropriate responses in emergency situations; ~~and that.~~

The ~~B~~board ~~will supports~~ partnering with other community agencies including fire, public health and police departments, ~~as a natural extension of work they do in the greater community,~~ to:

- develop crisis-management procedures;
- conduct health, safety and security assessments;
- provide health-related services to students and staff; and
- make educational resources available to employees and classrooms. ~~Schools will, with reference to district policy and procedure, establish safety procedures specific to their own circumstances, bring these to the attention~~



~~of students, employees and others, and continually review and revise these
to ensure awareness and appropriate responses.~~



Policy 4.20 Student Physical Restraint and Seclusion in Emergency Circumstances

The Board of Education recognizes that it has a responsibility to maintain safe, orderly and caring school environments for all of its students and employees. The Board further believes that maintaining student dignity and safety is paramount.

The Board expects that behaviour interventions for students emphasize prevention and positive behaviour supports, and every effort is made to employ preventative actions that preclude the need for the use of physical restraint or seclusion.

The Board recognizes that the use of emergency physical restraint or seclusion procedures may be necessary when a student presents imminent danger to themselves or others. However, every effort should be made to structure learning environments and learning supports so that responses like physical restraint and seclusion are used in emergency circumstances and only as a last resort.

Instances where physical restraint or seclusion have been applied shall be thoroughly documented and shared with the Superintendent or their designate and reported annually to the Board in aggregate form.



Policy ~~3.604.20-402~~ Student Physical Restraint and Seclusion in Emergency Circumstances

Policy:

The ~~School District No. 64~~ Board of Education recognizes that it has a responsibility to maintain safe, orderly and caring school environments for all of its students and employees. The Board further believes that maintaining student dignity and safety is paramount.

The Board expects that district schools will make every effort to plan for, create structure and sustain learning environments that are safe for all students, employees and others. ~~t~~ behaviour interventions for students emphasize prevention and positive behaviour supports, and every effort is made to employ preventative actions that preclude the need for the use of physical restraint or seclusion.

The Board recognizes that the use of emergency physical restraint or seclusion procedures may be necessary when a student presents imminent danger to themselves or others. However, every effort should be made to structure learning environments and learning supports so that responses like physical restraint and seclusion are used in emergency circumstances and only as a last resort. ~~In such learning environments:~~

Instances where physical restraint or seclusion have been applied shall be thoroughly documented and shared with the Superintendent or their designate and reported annually to the Board in aggregate form.

a. ~~learning supports and behaviour interventions for students~~

- ~~✓—promote the rights of all students to be treated with dignity~~
- ~~✓—are provided in a safe and least-restrictive environment~~
- ~~✓—are preventative and make physical restraint and seclusion unnecessary~~
- ~~✓—emphasize prevention and positive behaviour supports~~
- ~~✓—address the underlying cause or purpose of behavior~~
- ~~✓—do not involve restraint or seclusion as common, recurring practice in any student's educational program~~

Guidelines



1.—Definitions:

- 1.1. Physical Restraint—is a method of restricting another person's freedom of movement or mobility—in order to secure and maintain the safety of the person or the safety of others. It does not involve:
- 1.1.1. the provision of a 'physical escort', i.e., temporary touching or holding of a student's hand, wrist, arm, shoulder or back for the purpose of accompanying and inducing a student who is acting out to walk to a safe location;
 - 1.1.2.
 - 1.1.3. the provision of physical guidance, or prompting of a student when teaching a skill, redirecting attention, or providing comfort.
- 1.2. Seclusion—is the involuntary confinement of a person, alone in a room, enclosure, or space which the person is physically prevented from leaving. It does not involve:
- 1.2.1. behaviour strategies, such as 'time out', used for social reinforcement as part of a behaviour plan; these are not considered 'seclusion'; and
 - 1.2.2. does not apply where a student has personally requested to be in a different/secluded location/space.
- 1.3. Time-out—is the removal of a child from an apparently reinforcing setting to a presumably non-reinforcing setting for a specified and limited period of time. Time-out
- 1.3.1. involves removing a student from sources of positive reinforcement as a consequence of a specific undesired behavior;
 - 1.3.2. is only one option along a continuum of behaviour interventions supporting behaviour change;
 - 1.3.3. can be implemented on several different levels, ranging from quiet time in the regular classroom to a time-out room in the school;
 - 1.3.4. is typically used in tandem with positive interventions that can maximize student learning and assist in the acquisition of replacement behaviours.

2.—Safety plans will be developed to ensure the health and safety of students and employees working with them.

3.—School personnel will implement effective supports and interventions to prevent and de-escalate potentially unsafe situations.



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